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ABSTRACT

This report examines the professional future of women in Morocco. There are five major sections. Section one provides background information about the report. An exploratory trip was made to Morocco to (1) investigate ways to promote the entry of a large number of women into the public sector and social service agencies and to upgrade those women who are currently employed into more responsible positions, and (2) identify local training organizations which do or can operate training programs for women. Section two describes the educational system of Morocco. There is a great deal of failure and withdrawal at all levels. Section three, entitled "Identification of Training Needs," deals first with common themes that emerged in discussions regarding particular areas of training for which there is national need and then identifies the particular segment of the female population which is in greatest need to participate in any projected training program. This is followed by a listing of some particular needs for training and supportive assistance which were articulated by specific organizations or individuals. Section four examines the opportunities for and constraints working against the promotion of women in the civil service. Emphasis is given in this discussion to existing mechanisms which might be maximized to work more favorably in the interest of women's upward mobility in the public sector. The report ends with a brief discussion in section five of what the policy implications might be for the different types of training programs. (Author/RM)

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WOMEN AND THEIR PROFESSIONAL FUTURE:

AN ASSESSMENT OF TRAINING NEEDS AND TRAINING PROGRAMS IN MOROCCO

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WOMEN AND THEIR PROFESSIONAL FUTURE:

An Assessment of Training Needs and Training Programs in Morocco

by

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The views and interpretations in this publication are those of the author and should not be attributed to the Agency for International Development or anyone acting in its behalf.

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I. INTRODUCTION

The immediate objective of this exploratory trip to Morocco was twofold: a) to investigate ways and means through which to promote the entry of a larger group of women into the public sector and social service agencies and to upgrade those women who are currently employed into more responsible positions. b) to identify local training organizations which operate or have the potential of operating training programs for women in areas appropriate to local development needs.

In pursuing these objectives, three separate though inter-related lines of enquiry were pursued.

A. Identification of local development needs for specific occupational specialization or skills as articulated by responsible officials in the different Ministries, the public and private sectors. Assessment of the degree to which these articulated needs, if and when met in womanpower training can, in actuality, be absorbed by the labor market.

B. Assessment of the dynamics of the formal educational system in Morocco, with view to understanding:

1. the relationship which specific training programs in such areas as might be recommended for women would bear to the formal educational structure in terms of an equivalency. This relates to the problem of educational recognition.

2. initial identification of the particular educational level within the formal educational structure for which different training needs might be provided.

3. Assessment of the extent to which training programs for women identified as most appropriate for local needs will have equivalency on an administrative basis in order to ensure the integration of such trainees into the sliding scale of salaries in the public and private sectors.

C. Focus on the reality of the educational process insofar as Moroccan women are concerned, in order to identify those segments which are structurally the less advantaged and for whom it has been up to now least possible to be integrated into the development process.

Specifically, I sought answers to questions such as the following: a) With respect to the formation of new trained personnel: Are there 'real' needs for trained personnel in areas other than those which are currently provided by a formal educational system? How far are these "current" needs, if and when supplied, guaranteed employment/labor market absorption on a long term basis? To what extent are such needs specific to any one organization as opposed to nation-wide needs? What, if any, are problems of getting women - entrance and advancement wise - into these new areas? Are there any constraints, legal, familial, financial, operating to prevent women to make an entry into the areas recommended? To what extent and degree does the training of such personnel carry the potential of advancing women into responsible positions in which they are able to participate in decision-making processes?

b) With respect to the promotion of women currently employed: At what level are most of the women currently working employed? Is such type of employment commensurate with their educational status? What are the dynamics of occupational upward mobility within the public and private sector? Are women and men equally beneficiaries of the upward mobility process? Do men and women have equal access to supportive structures which promote upward mobility?

An attempt was also made to identify local training organizations with view to exploring how best to improve their capacity to develop, design and operate training programs for women in areas identified as important for local development needs.

Organization of Report

This report is organized as follows: Section II highlights some of the realities of the educational system by way of stressing the educational marginality in Morocco which is produced by failure and withdrawal at all scholastic levels. Section III entitled 'Identification of Training Needs' deals first with common themes that emerged in discussions regarding particular areas of training for which there is national need and identification of the particular segment of the female population which is in greatest need to participate in any projected training program.

This is followed by a listing of some particularistic needs for training and supportive assistance which were articulated by specific organizations or individuals.

In Section IV a brief review is made of the opportunities for and constraints working against the promotion of women in the Civil Service. Emphasis is given in this discussion to existent mechanisms which might be maximized to work more favorably in the interest of women's upward mobility in the public sector.

The report ends with a brief discussion of what might be the policy implications of the different types of training programs.

II. THE EDUCATIONAL SYSTEM

Approximately 46% of the population in Morocco (18 million) is under age 15; 56% is below age 20. With a current CBR of 45/1000 and an estimated GRR of 3.6, and a projected population of 40 million by 2000, one can only envisage the expansion of this very youthful base as characteristic of Morocco's demography for some time to come. Hence, the importance of understanding the realities of the educational process in Morocco and the impact of this reality upon strategies devised to integrate larger portions of the population into the educational and occupational process.

Morocco is unfortunately characterized by a striking educational marginality. This marginality is manifested at several levels:

- high illiteracy rates
- high drop out rates (withdrawal)
- high failure rates
- high repeater rates

Withdrawal, failure and repeater problems exist at all educational levels and permeate the educational system throughout. The result has been the creation of large segments within the population who find themselves in "in-between" levels. Such type marginality is particularly acute in a country such as Morocco where the residues of the French elitist attitude towards an academic-oriented education and the importance of the "diploma" or the "certificate" are deeply entrenched.

The educational marginality can be summarized in the following way:

Illiteracy[1] **(1971)** - Total Population 10+ - 75%
Urban Population 54%
Rural Population 87%

Primary School[2] Reaches 54.5% of children aged 7-13.
Attendance of rural population is 39.2%.
Among those who have a Primary Certificate only 10% succeed without repeating. One half of those attending school in rural areas will not complete their primary Education. About one half of those who are in the final year of primary will enter secondary school.

Secondary School Among all those who enter the first year of primary education, the percentage who reach the final year of the secondary level is 2%. Approximately 30% of those who begin the second-level education are expected to complete the final year of their secondary schooling.

A. Illiteracy Rates

Between 1957-1975 the number of primary schools increased from 487,000 to 1,547,000 and of secondary schools from 27,000 to 486,000.[3] Despite serious efforts to eradicate illiteracy through the expansion of the formal and nonformal educational system the percent of population among those aged 10 and over is still high. The 1971 data place the illiteracy rate of the total pop 10+ at 75%. Urban/rural and male/female differentials are striking. Urban illiteracy is 54%; rural is 87%. Among urban women the illiteracy rate is 68%, as compared to 98% in rural areas. Urban males are illiterate in 38% of the cases as compared to 75% in rural areas.[4]

B. Primary School Education[5]

It is estimated that primary schooling reaches only one half of the school age population (7-13). Some critics argue that in actual attendance terms only 66% of the pupils in primary schools fall within this age range which means that only 33% of the age group categorized as a primary school population is being affected by schooling. School attendance at the primary level differs by residence and by sex. For example, the attendance rates are 76% in urban areas, 85% in Casablanca; anywhere between 23% and 39% in average rural areas and 12% in the most depressed areas of the country such as Tensift.

The national figures show that since 1969-1976, girls comprise one-third of the primary school populations. The sex differentials in attendance are not as striking in urban as in rural areas. In urban areas the attendance rate is 81% for boys and 70% for girls. The corresponding figures in rural areas are 61% for boys and 18% for girls.

One problem is to get school-age children into schools, the next is to have them remain there.

Attrition and repeating takes place at all levels in primary schooling, particularly during the 1st year and the 5th (terminal) year. An article highly critical of the primary education system has estimated that among every 100 who have completed the primary level, only 10% succeed without repeating;

26% succeed having repeated once;

42% succeed having repeated twice (or more).

The attrition rates through withdrawal are very high, particularly in rural areas. Several statistics are cited, none of which can be confirmed. Some estimates place the drop out rate during the first year primary at 23%. (21% for boys and 28% for girls) It is also estimated that over 50% of those who enter 1st year primary in many rural areas, are not expected to reach the final year. The corresponding percentage for urban areas is much less. Similarly, in the case of rural areas, large numbers of boys and girls who are enrolled in the last year of primary school drop out. Failure and withdrawal rates are particularly high during this last year. If one considers that only 39% of rural children are attending school and only one half of these will complete the primary school cycle, then in actuality only 19% of the rural population attains a primary education

The 1975-76 official statistics do not show "withdrawal" rates over the years.[6] They do show for each one of the five grades, the percentage within that school year who are "repeaters" and who withdraw within the academic year. This of course does not take into account the failure rates of those who do not return. Even so, the statistics on "repeater" rates are revealing. Of those enrolled in the first three years of primary school, the proportion who are repeating a year is in each case 25%; in the 5th year primary, it is 50%. There are no sex differentials. Within the period of the scholastic year, the percentage of students who have withdrawn during the final year is indicated to be 18%. A glance at the performance over previous years, indicates that since 1972, withdrawal rates within scholastic years have declined; but the "repeater" rate at each grade level has remained stable. Though I have no figures to substantiate this, it appears that "withdrawal" is more frequent in rural areas; repeating grades more frequent in urban areas. On the average the urban child remains in school for 7.15 years, the rural pupil 4.9 years.

On the average, 54% of those who are enrolled in the final year of primary school are expected to enter secondary school.

C. Secondary Education (1st and 2nd Cycle)

Certificat d'Etudes Secondaires - Brevet
(4 years) completion age 16-18
Baccalaureate (3 years) completion age 19-21

Attrition rates are considerable at each and every year both at the Brevet and Baccalaureate levels - the latter in particular. This has created a subpopulation of young men and women who are situated in extremely marginal positions insofar as educational attainment and access to occupational opportunities are concerned. The responsibility for the coordination of vocational training programs recently given to the Ministry of Labor involves precisely this particular segment of the population, i.e., those who have not passed the final Baccalaureate examination.

The estimates on the rate of educational attrition are numerous, none is confirmed. The most frequently cited figure is that among all Moroccan children who become involved in the formal educational system from the start, the proportion who reach the final year of secondary school level is 2%. Extreme critics of the system cite the figure at 1%. The overall estimate is that 30% of students who enter the first year of secondary school will reach the terminal 7th year. Many less will actually succeed in passing the Baccalaureate exam.

Some blame the faulty education; others see the attrition rate as a political issue. Can Morocco realistically "afford" to let everyone attending the secondary school system "graduate" with a Baccalaureate diploma? Every 'Bachelier' has free and unconditional access to all Faculties except to Medical School which requires an entrance exam. The crucial questions are: What proportion of the secondary school population can be realistically absorbed in the Faculties? What proportion of University graduates can be accommodated in the labor market?

Distinction has to be made between reaching and completing the 7th year of secondary school and obtaining the Baccalaureate diplom Some students achieve the former but among these many fail to acquire the latter. It is interesting to note that lack of success in passing the final Baccalaureate exam is generalized to the extent that a level referred to as "au niveau bachôt" (i.e., Bachôt-level) is an institutionalized category. This level is meant to refer to persons who have reached the 7th grade (terminal year) at the secondary level but have not passed the Baccalaureate exam. The French secondary school system actually awards a diploma attesting to successful completion of secondary school studies (as distinct from obtaining the Baccalaureate).

Unfortunately, it was not possible to locate longitudinal studies based on cohort data which would trace attrition of a group of secondary school students as they proceeded throughout successive years. Systematic data collected on either micro or macro levels on attrition rates by virtue of withdrawal or failure during the seven years of secondary schooling was likewise not available.

Some assessment of "losses" incurred and of the magnitude of repeaters in the secondary level career is possible through official statistics provided by the Division of Statistics and Evaluation of the Ministry of Education's Department of Plan. The data is for

1976 and cross sectional - time series information is limited. By tracing changes in enrollment figures for each successive year during the seven year program, one is able to gauge the magnitude of losses incurred in a student body as it moves from the first year of secondary school to the completion of the first cycle ((Brevet) and to the 7th terminal year (2eme cycle). Any assessment of losses made on this basis assumes a follow-through longitudinal framework which the data available does not obviously represent. The enrollment figures available represent separate populations at different periods in their secondary school careers.

The "repeater" rates provided by these statistics present the same problem in that they are not based on longitudinal data.

A Profile of Secondary School Students[7]

Enrollment The female component among the student body of the secondary school system has increased over the past ten years. The latest figures 1976-1977, show women comprising 35% of all secondary school students as compared to 26% in 1968-69.

Close to 95% of the attendance is in public schools for both males and females. In private schools girls are more heavily represented in the student body, where they constitute 45% of the total.

Among the different regions female students are least visible in the Sahara and Southern provinces (20%); they are most heavily represented in the Central and Northwest regions (38%).

When one looks at possible male and female differences in enrollment for each specific year it is clear that the general male/female ratio (65 to 35) continues to be maintained for each of the first four years. The ratio who are female drops slightly in the second cycle - for example, in the terminal year enrollment, the percent who are female is 27.8%. (Table 1)

Earlier it was mentioned that in Morocco one component of educational marginality was the "repeater" rate. This has apparently declined in secondary school levels over the past five years. In 1972-73, for example, 25% of all those enrolled were "repeaters"; by 1976 the percentage was down to 16%. For both male and female students the percentage who are "repeaters" among those enrolled is particularly high in the last grade of each cycle. In 1976, for example, the percent who were repeaters among all those enrolled in the 4th year of the first cycle was 26% - in both the case of male and female students; amongst those in the terminal 7th year the percent among the enrolled who were repeaters was 33% (see table 2).

The "loss" in the student body during successive school years at the secondary level is pronounced in the 2nd cycle. The following statistics are calculated on the basis of comparing enrollment figures during each of the seven years, rather than on longitudinal and cohort data. In this comparison it is evident that the female student is more prone to drop out of the system.

Students who reach the 4th year (first cycle) represent 73% of the number of those enrolled in the first year of the secondary school level in the case of males and 63% in the case of females.

Among those enrolled in the 4th year one expects 66% of the males and 59% of the females to enter the 2nd cycle, i.e., the 5th year. Among the number who begin the 2nd cycle - 5th year, one expects 76% of the male students and 64% of the female students to reach the 7th year. If we consider the total "secondary school career", the number enrolled in the terminal year (7th grade) represent 37% of the male students enrolled in the first year and 24% of the female students enrolled in the first year. (Table 2)

D. University Education[8]

Statistics are available on the number of students attending the University system in Morocco. These are broken down by sex, nationality, and student status. During the 1976-77 academic year, there were 43,307 Moroccans enrolled in the University System, 8,816 (or 20%) were women. Thirteen thousand university students were employed full time in the Government; among these 1,667 were women.

Moroccan women comprise 30% of the student body in the Humanities, 25% in the Medical Sciences, 15% in the Physical Sciences and in Law. Among each 100 students in Engineering four were women. In the Humanities women tend to favor English Literature and History/Geography; in the School of Law, women are more heavily concentrated in Juridical Sciences and in Political Economics.

It is said that attrition rates are high in all faculties, particularly during the first year. I have no data on this. The number of "repeaters" is made available and shows to be significant. Slightly more males than females repeat one or more years during their University careers. For example, the 1976-77 data show that of the 34,491 male students enrolled, 34.3% were "repeaters"; among the 8,816 women students, 28.8% were "repeaters". It is particularly among the group of part time students who are employed full time in the civil service where repeater rates are high: 49% of all male and 43% of all the female student body in this group are repeating one or more years.[9]

Serious consideration is now being given by those in charge of introducing educational reforms to "recruit" all students who have abandoned their university studies during the first or second year. The purpose is to train this group to become instructors in the 2nd cycle of secondary schooling. The current requirements are such that only those who have a University degree (B.A.) and a diploma from a Teachers Training College are eligible to teach at the 2nd cycle grades of secondary schools. The scarcity of instructional staff in absolute numbers and the heavy dependence upon foreign teachers in relative terms, have instigated some revision of the requirements necessary to teach at this level. This should also be seen as a further step taken by the government to bring some of the "marginals" into the mainstream of economic and professional life.

III. IDENTIFICATION OF TRAINING NEEDS

Before we proceed to discuss the different training needs that have been identified by Moroccans representing the public and private sectors and the academic world, it is necessary to mention a few facts about the existent system of vocational/professional training in that country which lies outside of the formal educational structure.

A. Existent Training Centers

Morocco is characterized by a proliferation of Training Centers. Each Ministry, most banks and other major public and private large scale enterprises maintain their own Division/Department of "de Formations Professionelle". These Centers hold seminars, workshops, and refresher courses periodically to upgrade the efficiency of the work-output and - theoretically at least - to provide improved mobility opportunities to their employees. Most of these Training Centers do not carry out "programs" except for those that are administered by the Ministry of Labor's Office de Formations Professionelle et de la Promotion du Travail. "Programs" of study are more likely to be carried out by Higher Institutes - which in many cases are attached to a specific Ministry. (See Appendix VII) Examples of such Institutes are the Regional Pedagogical Centers, the Higher Institute of Commerce and Business Administration, the National Institute for Training in Accountancy and Secretarial Work, the National School of Public Administration, the Institute for Training of Assistant Inspectors, the Higher Institute of Tourism, the School of Library Service, the Center for Journalism Training, the Paramedical Schools, and the Municipal School of Applied Arts. These programs vary in terms of their requirements and range in duration from 2 to 4 years.

Of recent concern to the Government of Morocco have been the status and operation of the Ministerial Vocational Training Centers because of the fragmentation and duplication of efforts that are involved. Fragmentation, because each of these Training Centers provides "training" in areas which are strictly specific to Ministry needs. On the other hand, within this supposed Ministry-specific-needs approach there is a great deal of unrecognized overlap between one Ministry and the other.

The Ministry of Labor (now named Ministry of Labor and of Vocational/Professional Training) has been given the mandate to form and head an Interministerial Commission for Vocational Training (Commission Interministerielle pour la Formation Professionelle). The main objective of this Commission is to establish a unified training policy -- both technical and vocational -- which would bring those who have abandoned their schooling into the main stream of the working force. There is mention that the Ministry of Labor proposes to carry out a similar coordination in the private sector, as well.

It is not possible to estimate the form in which such a restructuring will take place or the time duration involved.

For the time being some Ministries are still talking about their "own" training and the importance that such training be geared to Ministry-specific needs. There are both advantages and disadvantages inherent in such an approach. Clearly, trainees in Ministry-specific training courses can be assured of immediate employment (if new to the Ministry) or of upward mobility within the system (when already employed in the Ministry). The disadvantage, however, is that such training can in reality be so specific or is erroneously perceived to be so, that it is considered obsolete outside of that Ministry. Hence, it becomes unrecognized by other Ministries or organizations. The result is that the men and women trained in these Centers are unable to find employment outlets in other private or public organizations. They are able to use the skills they have acquired only in the Ministry in which they have been trained.

It can be argued, of course, that this approach should not be problematic as long as the training functions of these Centers are directed at and limited to workshops, refresher courses, seminars, etc. The situation differs however when Ministerial Divisions of Vocational Training expand their activities to run Vocational/Professional Training "Programs" of certain duration, which will 'graduate' a new staff of specialists. For then, the training provided, investment made and diploma received would be recognized and legitimized by that Ministry alone.

This point needs to be underlined. Some of the training needs for women which are articulated by Moroccans involve the formation of new categories of trained personnel. These are defined by the government in terms of meeting specific Ministry-needs. Hence the training component involved is seen as geared towards Ministry-specific functions only.

Unless such training programs can be guaranteed a formal equivalency which will integrate them into the legitimate structure of other Ministries and of the Civil Service grade system the benefits, insofar as the participant trainees themselves are concerned, will be severely limited. Such integration and consequent recognition by other Ministries and by the Civil Service grade system are possible if newly proposed Training Program are established under the tutelage of several (not one) Ministries. This will ensure that the newly trained personnel will not be perceived from the point of view of belonging to one specific Ministry and that the "graduates" have alternative options for employment.

A deep seated problem in Morocco -- as well as in other developing countries -- is the structural and ideological separateness between vocational training and the formal educational system. Residues of French elitism in the formal educational structure uphold the granting of prestige to academic-oriented education only. The emphasis placed by the Moroccan Government upon "middle-level" training, vocational skills, and even recent interest in introducing educational reform to integrate the so-called "drop-out" population into the mainstream, appear to leave the formal-education ideology untouched. The creation of linkages between vocational/professional training and formal education will be a lengthy process. "Formal" recognition by the Ministry of Education of training programs which have substance would grant equivalency to some "diplomas". Perhaps the Planning and Coordinating Board responsible to set up such training programs might include in their structure representatives from the Ministry of Education. Apparently each Ministry has the right to request 'equivalency' from the Ministry of Education for any training program that it sponsors.

B. Common Themes with Respect to Training Needs

The following discussion regarding training needs for women in Morocco will be divided into two parts. The first section will deal with common themes that recurred in discussions held with highly placed government officials, University and secondary school educators, heads of training divisions in different sectors and middle-level employees. The first of these common themes refers to the particular segment of the population who is identified by Moroccans as the priority group for participation in a special training program. This is followed by identification of two specialized areas of training for which there is tremendous national-need, and which, at the same time, were considered to be "appropriate" professional areas for women to pursue. Training programs in these areas will involve rather large scale projects which AID may deem appropriate to pursue.

A second section deals with particularistic needs. These refer to training needs articulated either by specific organizations or those which were mentioned by fewer individuals. These training needs reflect select areas specific to situations and types of supportive assistance. They involve a more heterogeneous population of beneficiaries. The fact that such training needs and supportive assistance were mentioned by fewer people should in no way detract from their importance. In fact, they suggest areas which may be considered appropriate for the projected Training Program for Women to pursue.

B. 1. Priority Group:

There was almost complete consensus among the Moroccans I met -- be they government officials, educators in private or public sectors, male or female,-- that by far the most vulnerable group in need of special training are men and women who have reached the final year of secondary level schooling but have not succeeded in passing the Baccalaureate exam.

Concentration on this female population as a priority group for any training program will clearly be effective in expanding the volume of women gaining entry into/access to employment. More critical is the fact that this particular group, under current conditions, finds itself structurally in a very disadvantaged situation. They are the unemployed, underemployed and if employed hard to advance. By contrast, persons who have passed the Baccalaureat have free access to all Faculties in the University (only the Faculty of Medicine requires competitive entrance exam). Similarly the Baccalaureate group enters into the administrative scale structure at Grade 7 and has chances of mobility in the public sector.

Singling out the pre-Baccalaureate-level group as participants will allow them to profit from a specialized training they do not have access to and will enhance their chances to become a sought-after commodity in the structure of labor market demands. It is important to underline the fact that Morocco is now becoming more and more committed to "salvage" men and women who withdraw from the educational process at different levels through appropriate training programs. The program of the Office de Formation Professionelle et de la Promotion du Travail represents an example of this endeavor. (More recently I was told by the official who heads the Parliamentary Commission for National Education concerns that they are considering "recruiting" men and women who have dropped out during the first or second year of their University studies, to prepare them through a short Teachers Training Program to join the ranks of second-level secondary school instructors. Currently, only those who hold a B.A. in addition to a one year course at L'Ecole Normale Superieure (Higher Institute for Teachers Training) qualify to teach students in the last three years of secondary schooling. The current shortage of teaching staff at this level and high dependency on foreign personnel has instigated the need to revise the hierarchical structure of educational requirements.)

The "marginality" of the men and women who have reached the final stages of secondary level education is critical. Age-wise they have gone through 12 and 14 years of schooling. Yet, within the public sector, where tight and inflexible rules regulate the equivalency between educational attainment and administrative sliding scales, the "bachot level" category is admitted to Grade 4, 5, which is designated as a typist category. The chances for upward mobilty is up to Grade 6, which corresponds to "secretary". Some people mentioned particular cases of individuals who were able by virtue of seniority in the system to be promoted to Grade 7 and Grade 8. This may, in fact, be technically possible through seniority (the Baccalaureate level enters at Grade 7), but, in reality, unlikely to be experienced by many women. Grades 7, 8 correspond to Translater and Senior Secretary.

The private sector claims flexibility and promotion through work performance rather than educational diplomas. Yet the director of the Training Division at the Banque Marocaine du Commerce Exterieure -- after some probing -- did admit that, in general, hiring practices there observed more or less the same correspondence between educational attainment and occupational category. In the private sector, however, the salaries are expected to be higher and individual performance at the job more likely to be rewarded than in the public sector.

I was able to meet several Moroccan women who worked in banks and other private or semi-public enterprises. Most were women who had reached final years of secondary school but had not succeeded in the Baccalaureate examination. These women were all working as typists; few were performing other lower level clerical jobs. They did not perceive of an opportunity to be doing anything else as long as they worked. Clearly banks and other private-semi-private organizations provide an important outlet for the pre-Baccalaureate group. Amongst all female employees at the Banque Marocaine du Commerce Exterieure (Casablanca), one of the largest private sector enterprises, 75% were employed as typists and as clerks.
Highly placed officials in the Civil Service Division (Ministry of Administrative Affairs) likewise informed me that the largest proportion among all women workers in the public sector are "au niveau bachôt." Unfortunately the necessary data is not available to assess the degree to which the heavy representation of this educational category is in direct proportion to the educational attainment of the urban female population in general.

I have not made a systematic study of all the vocational outlets accessible to men and women who do not hold the Baccalaureate diploma.

The Admission Requirements published for the different Training Institutes in Morocco (see Appendix VII) indicate that in addition to all those who have the Baccalaureate diploma, persons having reached the terminal year of secondary level schooling (7th year) are eligible to apply to the following Institutes through a competitive exam: the Paramedical Schools, the Applied Arts Institute, the National Institute for the Training of Accountants & Secretaries, and within the Regional Pedagogical Centers, only to the "science" and "physical education" sections.

I was unable to find out the extent to which availability of such opportunities/options were known to, and taken advantage of by men and women who do not have the diploma. When I asked around about what can women who are not 'Bacheliers' do if they do not want to be typists, I was told "they marry" or "become hairstylists in fashionable places which require knowledge of French".

B 2. Needs for Trained Personnel:

The following discussion deals with needs for trained personnel as these were articulated by responsible officials in the different Ministries, directors of Training Divisions and Centers in the public and semi-public sectors, educators and other Moroccan men and women.

(Assistant) Social Workers

A common theme underlying most discussions on the subject of training programs for women was the urgent need expressed for trained personnel in what is referred to as "Assistantes Sociales". The dictionary translates this term into the English "Social Workers;" I hesitate to equate the two, because the American concept of Social Worker is more commensurate with the French Travailleur Social.

High officials in four Ministries expressed dire needs for personnel trained as (Assistant) Social Workers. These are Labor, Youth & Sports, Social Affairs (a new Ministry created out of Entraide) and Plan. The Ministry of Social Affairs was the only one who referred to the category of personnel needed as travailleurs sociaux.

In Morocco there is at present no Training Program in Social Work. Social workers as a professional or pre-professional occupational category do not exist. The Faculty of Sociology does not have a "major" in this area. Though some people may be assigned "case" work loads (such as was mentioned by the National Phosphate Co.,) they have not received any training in this field. An abortive attempt to train a special category of social workers for the Ministry of Health whose scope of work would focus on health-related aspects was begun in 1966 by the Paramedical School (Ministry of Health).

The training was discontinued a few years later. According to the Director of the Paramedical School, the "social worker" category of personnel was obsolete because of the overlap between the course content and job description assigned to them and the training received and work activities performed by other paramedics -- i.e., the Secretaire Medico-Sociale, etc. The few persons who 'graduated' with this title were called upon in field situations to deal with "social problems" not related to health (i.e. family problems, work, unemployment, etc.).which they were in no way prepared to do. Insofar as the Director of the Paramedical School is concerned, the Ministry of Health does not need a 'specialized' personnel in this branch, given the training and work scope of other paramedic staff. I was unable to query further whether this opinion reflects the view of the Ministry of Health officials in general.

At present both the Ministry of Labor and the newly formed Ministry of Social Affairs (ex Entraide) are in the process of developing their own (and separate) Institutes.for the training of social workers. The content of the training and curricula design (though by no means finalized) will be oriented to meet Ministry-specific needs. Thus in the case of the Ministry of Labor, (assistant) social workers will be trained in labor problems, unemployment compensation, industrial-relations, medical aspects related to work, etc., etc. The Ministry of Social Affairs is likely to continue defining its function more in line with a welfare-orientation since it is still concerned with servicing the poor, the disabled and the handicapped. The training of their (assistant) social workers is expected to be geared towards case-work approach.

The National Institute of Labor and Social Training

Under the instigation of Mme Aisha Benomar, Chef du Service Sociale, the Ministry of Labor has since 1968 been requesting the establishment of an Institute to train social workers, provide refresher courses, organize workshops and seminars. This request has finally been granted and the National Institute of Labor and Social Training is projected to begin functioning in September 1978 under the tutelage of the Ministry of Labor. Ministry of Labor officials including the Secretary General, the Cabinet Chief, the Director General, Office de la Formation Professionelle et de la Promotion du Travail and the Head of the Social Service Department, are very keen on developing curricula and programs for the following kinds of training: (See Appendix I)

1. Supplementary training for Inspectors, Comptrollers, Paramedical personnel attached to the Ministry of Health.
2. Focused training for the following categories of personnel:
   Heads of Employment Bureaus.
   Heads of Public/Social Relations Bureaus.
   Staff of the Social Security Administration.
3. Specialized training in Social Work.
4. Refresher courses for all personnel.
5. Organization of regular seminars, workshops and conferences to discuss issues related to employment insurance, social security, medical aspects of employment, etc.

At this point the Ministry of Labor sees the function of the Institute as training (Assistant) social workers within the specific context of the Ministry's needs. At a later date, they may consider the possibility of using the Institute as a groundwork for the training of a more generalized category of social workers as might be needed by other Ministries.

Consensus on the subject of who is eligible to participate in this training program was not absolute. Mme Benomar, who will be responsible for the Institute, insists that admission must be competitive and open only to those who have the Baccalaureate diploma. Other highly placed officials appeared to indicate that assistant social workers could be recruited from among that group who had reached the final years of secondary school, without having obtained the Baccalaureate.

Mme Benomar's argument is that as a new "profession", social work must carry with it sufficient prestige and respect. Neither of these will be extended if recruitment is done from among the pre-Baccalaureat category. As currently envisaged by Mme Benomar, a two year program will be set up to train "Social Workers". This in itself is expected to be an incentive to women since the duration is shorter than the 4-year University-program.

It will be interesting to see what the final outcome will be with respect to admission criteria. The Ministry of Labor under its newly designated functions is in charge of promoting training opportunities and consequent employment for Moroccans below the Baccalaureat diploma level.

This new Institute proposes to launch its activities in September 1978 with Refresher/Upgrading courses for Ministry of Labor Inspectors. Officials are very keen on developing as quickly as possible a curricula and recruit a full time instructional staff for the Social Workers Training Program. Initial contacts have been made with ILO to provide part time instructors, and curricula development experts. The University of Rabat will apparently provide part time instructional staff as well. Mme Benomar is particularly keen on introducing courses on research methods and data collection into the curricula, and on obtaining commitment for full time instructional staff.

The Institute for Social Workers of the Ministry of Social Affairs

This Ministry has officially requested the Ministry of Plan to approve the establishment of an Institute of Social Work to be attached to the Ministry of Social Affairs, which will provide for the training needs of its employees. The Ministry of Plan is expected to approve this request and provide the physical structure for such an Institute. The Secretary General of the Ministry of Social Affairs has approached AID/Morocco several times requesting technical assistance at all levels to develop such a training program as promptly as possible. The urgency of such a request was also mentioned to me by the Secretary General and his immediate staff.

Administrative matters related to "social affairs" were previously the responsibility of the Ministry of Labor. The newly established Ministry of Social Affairs is functioning with personnel previously attached to Entraide. Such personnel is probably not trained in social/case work type activities. Hence the personnel training needs of the Ministry of Social Affairs have been articulated at different levels.

a. A well trained personnel oriented towards a "social-work" perspective in the ranks of the Ministry.

b. Middle level training in "social work" for the 25 Regional Directors of the Social Centers. This staff has usually reached the level of the last years of secondary school. They have a great deal of experience but lack technique.

Both these needs can be provided by the Institute.

c. A specialized and focused training in social work and management for the ten women who hold supervisory positions in the Ministry. Some of these women have reached this rank through seniority; others by University education. Conceivably, the kind of training that is being discussed for this group would entail study in the United States.

Paramedical Personnel

Expanding the training of women in the paramedical field was mentioned in numerous discussions as a priority both from the viewpoint of national needs and because such a specialization is seen appropriate for women to pursue. It is only recently that women in Morocco have marked an entry into the ranks of the paramedics.

At present the training of paramedical personnel which includes specialization in both technical and nursing areas is provided for by the Paramedical Training Center of the Ministry of Health. A Morrocan woman is the Director of this Center. Three levels of trained nursing personnel exist: the Nurse's Aide level, the Registered Nurse and the Specialized Registered Nurse (Midwifery, Nursing Education and Psychiatric Nursing). There are approximately 26 schools for Nurses Aides and 8 schools for Registered Nurses. The Nurse's Aide School is open to women and men who have completed the first cycle of secondary schooling (4th year-Brevet level). The program calls for a two-year training course. The Registered Nurses Program extends over two years and is open to[a] all candidates who have the Baccalaureat diploma,[b] by competitive entry exam to those who have reached the terminal year of secondary schooling (7th year); and by competitive entry exam to Nurse's Aides who have a 3 year seniority. Lastly, there is an additional 2 year program of specialization which graduates Specialized Registered Nurses (Midwifery, Nursing Education and Psychiatric Nursing). This program is open on a competitive basis to all Registered Nurses.

The Paramedical Training Center lists a very impressive array of specialization areas which it claims to provide training in. In addition to nursing the training program is slated as "graduating" numerous categories of health/medical personnel both on the technician and specialist levels. These range anywhere from Medical Secretaries, Laboratory Technicians, to Specialists in Nutrition, Obstetrics, Anesthesia, etc. Conditions for admission to the "technician" level are the Baccalaureat or by competitive exam for those who have reached the final year of secondary school.

"Technician-level" personnel can move up to the category of "Specialists" by competitive exam and successful completion of an additional two year program. Amongst the numerous specializations, women figure more prominently among Laboratory Technicians, Obstetric and Nutrition Specialists and Paramedical Instructors. No statistics were available to ascertain the exact number of paramedic staff, nor the female proportion in each.

No person outside of the Ministry of Health was able to evaluate the training of paramedics in areas other than nursing. With respect to the latter, the general consensus is that despite the growth in Morocco's training capacity the supply of trained nurses is far below the demand. Medical dispensaries in rural areas are often unstaffed; a newly built 6 story hospital in Rabat can only service two floors because of the lack of nursing personnel. In addition to scarcity, most Moroccans I talked to, are anywhere from skeptical to outright angry at the poor quality of nurse's training and the lack of commitment of male and female nurses towards the poor, most particularly, patients in rural areas.

Women's visibility in the field of nursing is very recent. In 1970 there were only four women in the Nurse's Aide School. By 1973, close to one half of all students were female. Unfortunately, it is mostly among Nurses Aides where women have marked their entry,[10] rather than in the senior categories.

Breakdown by sex for the nursing staff was not available. The scarcity of trained personnel in this area can be gauged by the following statistics. In 1975 there were 1432 Registered Nurses in Morocco. The graduates for 1976 and 1977 were estimated at 488 and 553, respectively. There has been hardly any increase in the number of Specialized Registered Nurses. Between 1975-1977 anywhere between 21 and 35 Specialized Nurses were graduated.[11] A sex breakdown of current (1977-78) enrollment in the Nursing schools was obtainable. The Nurse's Aide Program shows 1259 women and 945 men enrolled in the first year, and 773 women and 612 men in the second year. Women would appear to "drop out" more frequently than men when enrollment in consecutive years are compared. In the Registered Nurses Program, there are almost as many males (116) as females (124) in the first year. Second year enrollment indicates a "drop" in women. Only 45 women are registered as compared to 103 males. Amongst technician-level paramedic trainees, enrollment in the first year shows 129 males and 80 females. In the second eyar there are only 60 males and 27 females.

It is said that recruitment into and persistence within the ranks of the paramedic professionare low because of the lack of prestige extended to this work, particularly since this is translated into a low salary scale. The Director of the Paramedical Training Center is the first, though by no means the only, person to state that entry into this field is considered the last resort for men and women. At the same time, and perhaps because of this, the paramedical field remains one of the few training and occupational outlets for men and women who discontinued their secondary education at the completion of the first cycle (Brevet-level) and/or those who reached the secondary school terminal year without obtaining the Baccalaureate diploma.

The Ministry of Health is blamed for the low salaries allotted to paramedics. The Civil Service system places paramedics into a definite sliding scale of salaries which is commensurate with their educational level. Where paramedics lose out; according to the Director of the Training Center, is that they are placed at the bottom step of the grade-level and are not granted the usual premiums and intra-scale mobility which others benefit from. Officials in the Ministry of Administrative Affairs have confirmed this.

The decision to downgrade paramedics in this manner rests within the power of the Ministry of Health. This means that the Civil Service Division officials cannot do much about it. What is interesting to note is that female recruitment into this area seems to be problematic because women of that educational level have other alternatives as compared to men, namely becoming typists. The increasing number of "marginals" who have dropped out of the secondary school system is making it increasingly difficult for the men to have options for advancement training wise. If they seem to persevere more strongly in the paramedic field, as reflected in the cited enrollment figures, it may mean that this has indeed become the last resort.

Needs for Paramedical Personnel in the Ministry of Labor

This background information has been elaborated upon because of current interest on the part of the Moroccan government to develop new Paramedical Training Programs.
According to the Secretary General of Labor, the scarcity of paramedical personnel is so critical that immediate measures other than those adopted of the Ministry of Health need to be taken. (Appendix II)

The Ministry of Labor report has estimated that by the end of 1977, a total of 11,972 paramedics had been trained amongst whom are 9269 nurses and other (medical) health aides, 2557 Registered Nurses and 146 Midwives. In proportion to Morocco's population, the ratio of population to paramedics is stated as follows:

For every 1500 inhabitants there is one paramedic.

For every 7000 inhabitants there is one Registered Nurse.

For every 2500 women (ages 18-49) there is one mid-wife.

The Ministry of Labor is particularly concerned about the way in which scarcity of personnel may:

a) Prevent the private enterprises from complying with the legislation requiring that health/care services be provided for their employees.

b) Prevent the Social Security Administration from providing for each one of its members and their dependents the legislated hospitalization care and outpatient clinical Health services.

In response to these two basic needs, the Ministry of Labor is very keen to undertake the training of paramedical personnel under its own aegis by establishing two separate nursing schools. These are expected to train and graduate 730 Nurses Aides and Registered Nurses to be distributed in the following way:

100 Nurses to be assigned to the private sector so that appropriate medical/health care services be guaranteed to their employees.

130 Nurses to be attached to the Polyclinic in Casablanca to meet hospitalization needs of Moroccans who form part of the Social Security Administration. The proposed 300-bed clinic in

Casablanca is the first of a chain of polyclinics which the Administration of the Caisse Nationale de Securite Sociale intends to set up all over Morocco.

The linkage between the concerns of the Ministry of Labor and the Social Security System is very firm. It is personalized in the fact that the Secretary General of the Ministry of Labor is also the Director General of the Social Security Administration.

There appears to be no "perceived" problem among highly-placed officials connected with the Vocational Training Division of the Ministry of Labor concerning the training of paramedical personnel outside of the Ministry of Health. The definition of personnel is seen in terms of the functions of the particular Ministry who acts as the employer - rather than in relationship to a generalized profession or sub-profession. In this case, since the nurses will be dealing with a Ministry of Labor 'clientele' they are perceived to 'belong' to this Ministry. I tried but did not succeed to bring up the matter of whether or not the proposed training for paramedic needs has stimulated reaction on the part of the Ministry of Health and if so, what might be some of the problems that the newly trained nurses could encounter when they later apply to work in the Ministry of Health.

C. PARTICULARISTIC TRAINING NEEDS:

1. Educational Counsellors and Planners

Some officials connected with the Division of Plan at the Ministry of National Education emphasized the need to train women in the field of educational counselling. The purpose in training such counsellors was seen not so much as a means towards creating a specialized personnel. Instead the function of such counsellors was seen as crucial in encouraging, promoting and systematically monitoring school entry, attendance and scholastic performance of girls in rural areas.

Such recommendations for training are linked with strong concerns about high illiteracy and poor school attendance in rural areas. Illiteracy levels among rural women 10+ are 98%; among males 75% (1971).

The proposed setting up of special Educational Centers in each of the 32 provinces is recommended by some officials in the Planning Division of the Ministry of Education as the only way of "reaching out into rural areas" and embarking upon systematic research into factors contributing to depress school attendance rates. The idea is to train female Educational Counsellors who with a support staff would be assigned in each province to carry out education-oriented research, counselling and case work among pupils and their families with a view to making effective recommendations. Such recommendations for the training of Educational Counsellors as were discussed, call for concerted efforts to recruit only those women who are "committed" and highly motivated to live and work in the provinces.

Given the emphasis that was placed on a Women's Training Program, one of the officials in charge of Planning (Ministry of Education) mentioned that investment in training female educational counsellors might be viewed in terms of its long range repercussion on raising the status of women, if such Counsellors were specifically assigned the task of researching and promoting the entry of young girls into the educational process. Certainly one could see that if a sufficient number of female Educational Counsellors are trained, their assignment would cover educational issues related to both girls and boys in rural areas. Motivation and commitment are seen as major traits to be considered in recruiting women for such positions. I was told that the educational level required for such training would not exclude women who did not have the Baccalaureate diploma as long as they had reached the final year of secondary schooling.

In addition to Educational Counsellors, a need was also expressed by persons connected with the Plan Division for a specialized training for women in Educational Planning. This was seen as appropriate for women who have the Baccalaureate diploma and who would be sent to the United States for further studies. The content of the training that was suggested is a melange between elements of rural sociology, sociology of education, educational planning, counselling, social statistics, research methods, etc.

The expressed need for such a "specialization" falls in direct line with projected plans to establish "Centres de Formation de Conseilleures en Planification d'Education." Just how widespread such "centers" would be is not known. What is important to consider at this juncture is that the Division of Planning at the Ministry of Education includes young, dynamic people who appear to be highly motivated in their objectives to bring about changes in the educational process.

2. Middle Level Management and Technical Needs

The Head of the Training Division at the Office de Commercialization et l'Exportation (one of the largest public sector enterprises in Casablanca) is very keen on developing and promoting professional training for women employees in the following areas:

a. Marketing - with special emphasis on commercial distribution and international marketing of food and agricultural products.

b. Statistical Techniques and Computer Programming.

c. International Rules and Regulations on Imports and Exports, with particular focus on maritime regulations, insurance, etc.

d. Middle-Level Administrative Training in Personnel Management, Accountancy and research compilation.

(Appendix III lists projected training needs for 1978 as an illustration of the specific subject areas in which women would be included.)

The training system of the OCE currently involves sending employees abroad for training at I.L.O. and F.A.O.; and holding in-house seminars, workshops and refresher courses. Appendix IV lists the different training areas offered, by sponsoring organizations, location, duration, number and classification of beneficiaries. I was unable to get information on how many female employees have been participants in such training. It is important to note that the present person in charge of training is young, dynamic and in search of qualified personnel regardless of sex. He is also very keen on developing and promoting the Training Division with view to offering more substantive training in-country. This has not been possible up to now because of the lack of experts. Lecture halls and other facilities related to the holding of training sessions are all available. The OCE has access to good foreign language instructors (particularly English) and can at any time arrange for language training for its staff. They appear to be very keen on upgrading women and quite honest in stating that the bulk of training provided to female employees up to now has been directed at typing (Arabic), language instruction (English, French, Arabic) and secretarial training. This may again be due to the fact that the overwhelming number of women employees are at the Baccalaureate-level; there are few who actually have the Baccalaureate and about 20 University graduates. These two groups are perceived of as the main beneficiaries of any specialized-type training that would be available in the future.

3. Supportive Assistance for School/Grade Completion

There is an overall concern in Morocco for the high "drop out" rate of girls and boys at all grade levels. Some Moroccans feel that the priority area in any projected training program should be to provide supportive assistance to help young women complete their formal education. The emphasis was again placed, though not exclusively, on young women who have not succeeded in obtaining the Baccalaureat diploma.

Any supportive assistance in this direction would involve intervention and coordination with the formal educational system, which may be difficult to work through. One possibility suggested was to set up "specialized centers" in different neighborhoods where young women could receive remedial education to be prepared to pass their Baccalaureat exam (or any other). Whether or not the establishment of such centers as exclusive female domains would be acceptable is questionable. If there is resistance to this notion, then it might be possible to locate these "centers" close to secondary schools for girls (some are still sex segregated) to ensure that a considerable proportion of the participants be female.

4. Supportive Assistance for Graduate Students

Some academics in the Social Sciences (University of Rabat) are very concerned with difficulties confronted by (part-time) graduate students who hold full time jobs in the government in completing their degree requirements. Fellowship grants could be offered to such students particularly to women working towards the equivalant of an M.A. or Ph.D. degree in Morocco.

Such fellowship grants would "free" this group for full time involvement in their graduate studies and research, and accelerate completion of their graduate degrees. The 1976-77 University statistics indicated a total of 13,008 Government employees who were part-time students; amongst these 1667 were women. I am unable to assess how many amongst them were actually doing graduate work and at what level.

What is very noticeable however is that among those who are employed and continuing their University education the percentage who fail and have to repeat the year once or twice is very high. For example, during 1976-1977 the "repeater" rate among "full time" students was 27% among males and 25% among females. Among the employed who were only part time students, the corresponding percentages were 49% and 43%.

5. Training Through Correspondence Courses

In 1973 the Government of Morocco launched a campaign to promote education through international schools offering correspondence courses. This promotion is being done by Le Programme Special de Formation (see Appendix V). The immediate objective of such a program is to reach out to segments of the population who reside in areas remote from educational/training centers. Specifically, the aims of the Special Training Program were stated to be directed at:

a) providing refresher courses
b) re-conveying civil service and military personnel back to their previous position before they are placed on retirement.
c) training unemployed youth who have attained a certain educational background level.

Since its experimental phase in 1972, the Special Training Program has associated itself with the L'Ecole Universelle de Paris. The first training phase included 632 trainees selected from among civil and military personnel. The correspondence-course method has since carried out two more yearly programs (1976, 1977) and begun planning their 1978 program.

The Special Training Programme administration states its intention to register 1000 candidates yearly; amongst these 200 slots are reserved for a) unemployed youth registered in different Employment Bureaus and b) children of Resistence Leaders who did not complete their schooling. Priority in the selection of training areas is given to preferences expressed by the candidates. Up to now the demand has been heaviest for accounting and bookkeeping and for scholastic preparation for final years of secondary schooling (particularly for those majoring in technical areas). It is difficult to predict whether or not diversification in training demands will occur in the near future and the direction this would take. (See Appendix VI for distribution of trainees by subject matter in the first program launched).

It is apparent that the major obstacles to overcome remain those of equivalency. Some of the certificates delivered by L'Ecole Universelle are not recognized in Morocco; some of the exams in Accounting and Bookkeeping which candidates prepare for through the correspondence course are not given in Morocco.

If and when issues related to equivalency and recognition of such exams and diplomas both from the "educational" and the "administrative" structures are successfully dealt with, it may be possible to envisage promoting the entry of more women candidates into the yearly quota. It is almost certain that yearly selection of participants does not technically exclude women. Unfortunately there are no statistics which show the sex distribution of those who have benefited from the Special Training Program up to now.

Certain immediate possibilities suggest themselves insofar as women are concerned, Women, particularly those who cannot displace themselves geographically, can be encouraged to make use of correspondence courses to prepare for completion of their secondary school studies and the passing of the Baccalaureate exam.

Another advantage to be gained by women through correspondence courses is to assist them in studying and preparing for competitive examinations. Competitive examinations are required for admission to almost every training program; it is also the most important mechanism through which to gain access to promotion. Access to the correspondence-course system may prepare women candidates more effectively to succeed and thus qualify for admission in educational and training institutions, particularly those women who are disadvantaged by virtue of their geographical location.

It appears that the government would now like to branch out to associate with other institutions providing such services. Mention was made by an official of this Training Program that the University of Wisconsin had been instrumental in providing such correspondence-course training services to Venezuela.

IV. WOMEN IN THE PUBLIC SECTOR:

Opportunities for and Constraints Against Upward Mobility

Published information on the structure of the female work force in Morocco is limited to the 1971 census data. At that time one third of all women reported as economically active were in the agricultural sector. Among the non-agricultural female work force, the single largest category was reported to be in domestic service (17%). There were more female domestic servants than factory workers in the textile industries (13%) and the food industry (2.5%). Within the past seven years there have undoubtedly been some increases in the number of women employed in the industries; the manner in which this increase compares to an equally high expected increase in the supply of domestic servants is unknown. In Morocco as well as in other developing societies, domestic service remains a major outlet for unskilled women in need of work. In fact, I have come across young women with the brevet certificate who were domestics in foreign homes.

In 1971, the number of women employed in the government totalled approximately 27,700, or 4.6% of the economically active female population. The bulk of these government employees were in teaching (15,200) and in health related services (7,800). Within the primary school system, the proportion among all employees who were women was 25%. In the secondary school system the corresponding percentage was 30%. One third of all the personnel in health-related fields was female. Banks and Insurance companies also absorb a substantial number of women: The female component in these two sectors ranks between 25% to 30%."[12]

Mobility Within the Ranks of the Public Sector

The Ministry of Administrative Affairs which is responsible for civil service in Morocco has no data which cross-classifies civil servants by sex, educational attainment, occupational category, grade and salary scale. Therefore, there is no hard data available to evaluate whether or not sex differentials exist in employment and remumeration practices in the public sector.

Overt sex discrimination -- even if intended -- would be hard to implement, because of the tight interrelationship between level of educational attainment, occupational categorization, grade level and the sliding scale of salaries. A particular grade is designated for each educational level and this in turn will determine the occupational category into which one is situated. Educational level would appear to be the determinant factor. Mobility within fixed limits is technically possible through seniority, competitive exams and higher educational attainment.

There are 11 grades and several intra-grade steps in the civil service structure. A Primary Certificate, plus one or two years of typing qualifies a person to enter to Grade 2 in the position of "clerk." Mobility over the years is possible up until Grade 4 through seniority and satisfactory performance, even if no higher educational level is attained. Persons having reached the final years of secondary schooling without obtaining the Baccalaureate qualify to enter to Grade 5 in the category of "secretaries". Mobility is possible, in rare cases up until Grade 8. Having obtained the Baccalaureat qualifies entry to Grade 7, to the rank of Senior Secretary. One year of University attendance corresponds to Grade 8, with the title of Administrative Assistant; 2 years of University attendance qualifies for Grade 9. This group usually hold an Intermediary Diploma and go in for secondary school teaching (1st cycle). A University degree entitles entry to Grade 10. This corresponds to positions of Assistant Administrators, Superintendents, Bursars, and secondary school teachers (2nd cycle). Grade 11, corresponds to upper levels of administrative and executive responsibility. There are very highly placed officials whose status is not determined by any grade level.

Among the several men and women employed in and outside of the government, there was a general consensus that women are disadvantaged only with respect to mobility which involves promotion from Grade 10 to Grade 11. The underlying causes for this disadvantaged position were explained in several ways. Most of the women, particularly those in Scale 10, and several men, attributed the difficulty to deeply entrenched social and cultural norms that dictate that men only can be placed in positions of power and authority.

Male officials, some of them top ranking, explain the low visibility of women in proportionate terms. They argue that only few slots are available at the highest grade and that in terms of absolute numbers, educational attainment and seniority, many more men as compared to women qualify for promotion to Grade 11. Since there are no statistics available on the distribution of civil servants by sex, educational attainment, length of service and grade level, I am unable to confirm or challenge whether indeed the distribution of men and women in Grade 11 is commensurate with all these factors. The estimate given by several male and female officials is that there are no more than six to eight women in the government who are in Grade 11. Some male officials have cited this number with great pride; other male officials lament this fact. I was told by an official that even in the Ministry of Education in which female representation is high because of teaching, women are not appointed to posts involving responsibility. In this Ministry, of the approximate 150 upper level positions involving administrative and executive responsibility, only one is filled by a woman. The general opinion is that women holding University degrees who are in the administrative ranks of the civil service tend to remain in the same grade/step into which they were initially hired.

It is difficult to know how much of the fault lies in the system and how much in women themselves. Several women and men whom I talked with blamed the women for not making much effort to "get ahead". On the other hand, women working in the government are said not be be interested in their work and little motivated to exert efforts to perform more than the minimum requirement. To strive for promotion, or to take advantage if and when it occurs is seldom seen. The same point was emphasized by the Director of the Training Division at the Banque Marocaine du Commerce Exterieure (private sector). In that Bank, one of the largest in Morocco, very few women have been promoted to upper level executive positions. Once they reach that plateau, however, they keep very low profiles, avoid taking over responsibility and/or making important decisions.

My general opinion is that the majority of the women who have completed their University studies (particulary the Humanities) prefer to go into teaching rather than into the administrative ranks of the civil service because of more flexible work hours and longer vacations. The grade system for instructional staff in the public educational system is, of course, commensurate with the rest of the civil service sliding scale of salaries. But what may be happening is that there are fewer women with University degrees who are in the administrative ranks.

If this is true, there may in fact be a low supply of women in the administrative ranks who can qualify for promotion to Grade 11. (A University degree is an essential condition for entry to Grade 10 and 11.)

The crucial issue is whether or not institutional mechanisms exist in Morocco at present that can be mobilized to promote women into positions of responsibility and leadership. If such mechanisms exist, do women have access to them? And, lastly, how can such mechanisms be best optimized to accelerate women's upward mobility in the system?

Earlier I mentioned that most (if not all) Ministries, and public and private enterprises provide through their own training divisions training sessions, workshops, seminars, refresher courses, etc. Some of these are in-house training sessions. Some are held in other Institutes. Others involve the sending of employees abroad (I.L.O., FAO, etc.) Participation in such "training" is meant to "upgrade" not only efficiency levels in work performance but likewise the employee's status on the job.

There is one important coordinating structure which provides for Civil Service training needs at the upper management and executive levels. This is the Ecole Marocaine d'Administration which functions under the aegis of the Ministry of Administrative Affairs. This High Institute performs three major functions which bear relevancy to the issue of women's mobility:

a) Providing a 3-year program leading to a degree in Public Administration which qualifies entry to Grade 10 in the Civil Service (positions of Assistant Director, Superintendent, etc.).

b) Providing additional training and refresher courses for civil servants in Grades 10 and 11.

c) Training its own instructional personnel.

The Institute did not have available statistics on the participants who attended the previous seminars and workshops. The Institute's Director's estimate is that very few women attended.

The 1977-78 enrollment figures in the Public Administration School which is administered by the Institute shows 468 Moroccan male and 46 Moroccan female students amongst whom there are 197 male and 8 female civil servants.

Refresher courses, in the form of Workshops and Seminars are held frequently in this Institute. From January to May this year, seven such seminars were held, each with 25 to 30 participants. The Director of this Institute is U.S.-trained, young and extremely dynamic. He is keen on developing the training sessions in such a way as to cover a greater diversity of subjects, and is conscious of the relationship participation in such training sessions should bear upon the individual's status on the job.

More important, the Institute's Director is receptive to finding ways and means through which to optimize women's participation in these training sessions. In this connection several possibilities were discussed:

a. Each Ministry selects the employees who are to participate in any one of the Institute's training sessions. It is possible to continuously request -- though not possible to impose -- that a certain percentage of the participant slots be given to women.

b. The Institute can structure its training sessions around content-areas which are known to be highly associated with specialization and responsibilities involving women. For example, the bulk of female civil servants are in Education, Health and Youth and Sports. This should automatically assume a high participation of women.

c. The Institute can schedule training sessions in such a way as to least inconvenience women's participation. Women are subjected to constraints related to their family responsibilities or to cultural norms which impinge upon their behavior in public places. Such constraints can often prevent their participation in training sessions.

Much discussion with men and women revolved around the issue of women's realistic "ability" to take advantage of mechanisms that may exist even in the present to help their advancement in the administrative structure.

It is difficult to assess whether the constraints under which women are said to be functioning are real or perceived by male employers as an a priori assumption. The Director of the Training Division at the Banque Marocaine du Commerce Exterieure agreed that it is not realistic to expect women employees to participate because a) some training sessions are scheduled on a continuous basis throughout the day without mid-day interruption, which means that employees who are married and have children cannot attend since they are expected to be home for lunch. b) Some training sessions are scheduled after-work hours and run into late evening hours. Both married and unmarried women find difficulty in their family accepting the notion that they are out in the streets that late. c) Some seminars and workshops are held in lecture or conference halls in hotels. There is strong objection among men to accept that their daughters, sisters or wives will spend time in such public places. d) Almost all training sessions are held in city areas (Casablanca, Rabat, etc.). This excludes to a large degree the participation of female employees working and residing in the provinces, since they will not be allowed to travel to and remain in the city alone for an extended period of time.

One other institutional setting exists in Morocco which carries some potential in upgrading women who hold clerical related jobs in the governmental administration. This is the network of Les Centres de Formation Administratives which are really Junior Administrative Schools. Eight such centers have been established in Morocco with a recruitment potential of 300 slots among which 15% are reserved for personnel employed in the government.

These Centers are associated in most people's minds with typing/shorthand schools. The administrators insist that the training component extends beyond this to subject areas such as administration, real estate, financial matters, etc.

In operational terms, training in such Centers carry the potential of upgrading persons in Grade 3 or 4 to higher levels. With sufficient seniority established, a diploma from this institute would apparently allow a person to be eligible for the rank of Senior Secretary (Grade 7).

V. POLICY IMPLICATIONS

I. The information presented in this report highlights two important types of training needs for women in Morocco which have policy implications. Hopefully, the identification of these different types of needs will be useful in suggesting directions for future training projects envisaged for women in that country.

With respect to the first pattern. Discussions with officials in the various Ministries have identified two major areas of specialization which are appropriate for -- but not exclusive to -- women to pursue and for which there appears to be great national need: These are the areas of social work and the paramedical professions, particularly nursing. Both the Ministry of Labor and Social Affairs are very keen on developing training programs in these areas.

With respect to the second pattern. Discussions with officials and educators have also identified what I refer to as "particularistic" needs. These needs are specific to organizations and involve a more heterogenous population. I refer specifically to the needs expressed for specialized training in educational planning, in the different categories of middle-level technical personnel (such as identified by L'Office de Commercialization et Exportation) and in social work and management for the few women who hold supervisory positions in the Ministry of Social Affairs.

Up to this juncture I have identified areas of specialized training for women in Morocco on the basis of national development needs and specific requirements articulated by officials and employers in Morocco.

It is now important to evaluate the extent to which providing women with this kind of training will enhance their chances of being included in the development process as both a participant and a beneficiary.

A. The benefits for women derived from a plan of action designed to provide training in social work and in the paramedical fields can be evaluated at several levels:

1. Both these areas are semi-professional. They are perceived as integrated types of jobs linked to men and women alike. This is important because optimizing women's entry into social work and the paramedical fields may be an important mechanism towards their integration into the occupational process side by side with men, as opposed to promoting sexual differentiation in the labor market.
2. Both areas fall clearly within the boundaries of what in Morocco is culturally accepted and defined as types of work deemed appropriate for women to pursue.
3. Given that such training would be geared towards preparing women in fields such as social work and medical assistance, such a plan of action can be seen as having positive repercussions upon a wider population of women. Specifically, the existence of such trained personnel carries the potential of being an effective means through which a larger population of women can be "serviced". This is particularly true with respect to assistance provided by nurses/other paramedics to women at large.

Social workers, too, can play a vital role in addressing themselves to improving the condition of working women, women on welfare, disabled women, etc.

4. The theme underlying most of the discussion in this report has emphasized the need to provide training opportunities for women who are structurally disadvantaged because of their educational marginality. Opening up the field of social work -- even on a junior level -- to women who have completed all but the Baccalaureate diploma, will enhance the opportunity of an otherwise marginal group to become integrated into the mainstream of productive life and into a recognized professional type employment.

B. However, in any projected plan to establish training programs for women in areas such as social work and the paramedical fields, caution must be exercised with respect to the following:

1. Neither social work nor nursing are to be perceived of as occupational categories which, in and by themselves, will advance the mobility of women into strategic positions of administrative and executive responsibility. Training women in such areas will "expand" the number of female civil servants who are in professional or semi-professional positions. If women are to be encouraged to respond to national development needs by filling in new occupational needs (social workers), or alleviating the scarcity in others (nurses), then there must be some assurance that women's rights will be protected.

The example of the paramedics in Morocco is a case in point. Little occupational prestige is extended to this profession; the salary scale within the grade system that is earmarked for paramedics is kept by the Ministry of Health at the lowest level possible. Clearly if women's interests are considered, there is little purpose in establishing a training program to "graduate" women into an occupational category which is structurally disadvantaged, even when there are great pressures to do so because of national development needs.

2. With respect to the "training" and 'graduation' of social workers, the following must be emphasized. Any training program established for this purpose should define social work as a legitimate subject matter with definite concerns and boundaries, and one which is to be viewed as a "profession" from the occupational viewpoint. Otherwise, social workers will be equated with clerical staff, and given tasks to perform which employees at lower grade levels can carry out. As a consequence of this, the category of "social workers" will be soon defined as "obsolete".

3. The dangers of planning training programs within Ministry-specific Training Centers and limiting the components of such training to segmental Ministry-needs and functions have been mentioned earlier. Such an approach obviously is counter productive to the formation of a generalized category of professional social workers. Hardly any of the officials seemed concerned about this point however. Their interest was clearly directed at training their staff to fulfill specific functions which fall within the

Ministry's domain of responsibilities.

If women are to be beneficiaries of any type of training that is provided by a Ministry then it is essential that such training programs be organized, coordinated and sponsored under the tutelage of several Ministries. This will ensure a more diversified "input" into the desired substance and course content and guarantee that such a training be 'recognized' by several, rather than one administration. Unless participants are able to utilize the training they receive to search for alternative sources of employment in the future, they will find themselves in a "locked-in" status totally dependent upon the needs and whims of one particular Ministry.

The same argument applies, of course, to the paramedical field.

C.1 The benefits derived for women from any plan of action designed to provide them with training in fields such as educational planning, educational counselling, statistical techniques and programming, international marketing, and personnel management seem to be more evident. This is because the areas delineated involve a select group and require training at a professionally higher and thus more specialized level. More importantly, the types of specialization identified carry intrinsically the possibility of "placing" female recipients of such training into rather strategic positions within their administration. Clearly such positions are not expected to involve high level administrative and executive responsibility.

2 There is an obvious problem in accelerating the process whereby women in Morocco will gain access to positions which involve decision making and participation in policy formulation. Whether this is due to

proportional scarcity in number (as compared to men) or to strong resistance on the part of men to place women in top-level administrative positions is difficult to determine, although the latter seems to be highly likely. Under current conditions there is only one mechanism through which women who are sufficiently motivated to seek promotion can work towards upward mobility in the public sector. This is by participating in the seminars, workshops and refresher courses organized by the Ecole Marocaine d'Administration for Civil Servants in the two upper most grades of the administrative scale.

Other mechanisms which provide vehicles for upward mobility are "advanced" degrees, or short term participant training courses outside of Morocco. In many cases these are not 'realistic' options for women, either because of family responsibilities, or language difficulties. Hence it is important to seek ways and means to maximize the number of female participants in each and every one of the training sessions organized by this Institute insofar as women civil servants are concerned, or by any other institute insofar as women employees in semi-public and private sectors are concerned. It has up to now been too easy for responsible administrators to explain away the absence of women from the high ranks by referring to women's lack of motivation to seek promotion through accessible means.

II Depending on what the immediate priorities are with respect to training goals and in light of the information discussed in this report, two important groups can be identified as beneficiaries of training programs designed to prepare women for productive employment:

A. If training goals are towards promoting working women into more stratetic positions within the administrative structure, then the training provided should be limited in number, highly selective, responsive to specific organizational needs, and directed at a group of women with solid educational backgrounds.

B. If training goals are towards increased female economic participation in the public sector and in social service agencies, then training programs in fields such as social work and nursing should be encouraged. Participation in such programs carry the potential of expanding the sheer number of women in the civil service, and of enlarging the group of women who are in professional occupational categories. Such trained personnel is also important because of the "services" it can provide to women-at-large.

C. If training goals are directed, as they are now beginning to be in Morocco, to salvage women and men who have not completed their studies and integrate them into the mainstream of economic/ productive life, then the beneficiaries of training opportunities should be the women who have finished their secondary schooling but have not obtained the Baccalaureate diploma.

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Table 1. Student Enrollment in Secondary Schools by Grade Level and Sex. Morocco 1976-77

Grade Level	Total Enrollment	Male	Female	% Female of Total
First Cycle				
1st Grade	110,719	69,337	41,382	37.3
2nd Grade	101,762	65,652	36,110	35.5
3rd Grade	79,827	52,048	27,779	34.7
4th Grade	76,650	50,765	25,885	33.7
TOTAL	368,958	237,802	131,156	35.5
Second Cycle				
5th Grade	48,863	33,589	15,274	31.2
6th Grade	31,475	21,973	9,502	30.1
7th Grade	35,398	25,537	9,861	27.8
TOTAL	115,736	81,099	34,637	29.9

Source: Direccion de la Planification, Ministere de l'Enseignement Primaire et Secondaire. Statistiques de l'Enseignement Secondaire 1976-1977. Maroc, 1977. Table 1.1.I, p. 18.

Table 2.

Number and Percent of Secondary School Students Who Are Repeaters by Grade Level and Sex. Morocco 1976-1977

Grade Level	Enrollment		Repeaters			
Brevet Level First Cycle	Males	Females	Males	% of total Males Enrolled	Females	% of total Females Enrolled
1st Grade	69,337	41,382	8,578	12.3	4,179	10.0
2nd Grade	65,652	36,110	7,449	11.3	3,403	9.4
3rd Grade	52,048	27,779	7,720	14.8	3,973	14.3
4th Grade	50,765	25,885	13,730	27.0	6,567	25.4
TOTAL	237,802	131,156	37,477	15.8	18,122	13.8
Baccalaureat Level						
Second Cycle						
5th Grade	33,589	15,274	3,629	10.8	1,557	10.2
6th Grade	21,973	9,502	1,903	8.6	771	8.1
7th Grade	25,537	9,861	8,537	33.4	3,290	33.4
TOTAL	81,099	34,637	14,069	17.3	5,618	16.2

Source:
Computed from:

Direccion de la Planification. Ministere de l'Enseignement Primaire y Secondaire. Statistiques de l'Enseignement Secondaire 1976-1977. Maroc, 1977. Tables 1.111; 1.1.A.

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APPENDIX

APPENDIX I

- II NSTITUT -

-oOo-

Dénomination : Institut National du Travail et de la Formation Sociale.

Implantation : Rabat

Origine du projet f : Projet soumis par le service des Affaires Sociales et retenue lors du plan 1968-1972 puis repris dans le cadre du plan 1972-1977.

Cadre institutionnel : l'institut sera placé sous la tutuelle du Ministère du Travail et de la Formation professionnelle.

Coût du projet : 1.530.000 DH

Achat du terrain : 60.000 DH

Construction : 1.270.000 DH

Equipement : 200.000 DH

But de l'Institut : A/ **Complément de formation pour** :

- les futurs inspecteurs du travail
- les futurs inspecteurs adjoints du travail
- les contrôleurs du travail
- le personnel permédical (infirmiers, assistantes sociales) en place dans les services médicaux du travail.

B/ **Formation pour** :

- les attachés sociaux
- les visiteuses sociales
- les chefs du bureaux d'emploi
- les agents des bueaux des affaires sociales et bureaux d'accueil
- les agents de prévention de la C.N.S.S

... //....

- les agents de prévention de la C.N.S.S
- les administrateurs de mutuelles
- le personnel des entreprises
- les chefs du personnel
- les membres de comités d'hygiène et de sécurité du travail
- les membres des instances représentatives du personnel des entreprises.

C/- **Recyclage destinés aux fonctionnaires en place :**

- Délégués du travail
- Inspecteurs du travail
- Contrôleurs du travail
- Attachés sociaux
- personnel de la C.N.S.S
- personnel de la mutualité etc...

D/ **Perfectionnement** : (séminaires, conférences etc...) destinés aux agents en place, dans certains domaine d'activité : sécurité du travail, sécurité sociale, médecin du travail etc....)

Objectif immédiat : Promulgation d'un statut de fonctionnement de l'Institut National du Travail.

- Affectation du personnel d'administration et d'enseignement.
- conception des programmes de formation
- conception des programmes de collaboration avec les départements intéressés.-

ROYAUME DU MAROC

APPENDIX II

MINISTERE DU TRAVAIL ET DES AFFAIRES
SOCIALES

NOTE

Estimations des besoins en personnel paramédical pour le fonctionnement d'un régime de soins médicaux et l'activité des services médicaux du travail.-

Cette étude a pour objet d'estimer les besoins en personnel paramédical nécessaire pour assurer le fonctionnement normal d'un régime octroyant des soins médicaux aux travailleurs et à leurs familles ainsi que celui des services médicaux du travail.

1°) Régime des soins de santé

L'évaluation recherchée passe au préalable par une estimation de la population des assurés et des autres ayants droit. Cette estimation est basée sur les statistiques disponibles à la Caisse Nationale de Sécurité Sociale et prend comme hypothèse que le régime protégerait non seulement les travailleurs assurés mais aussi les catégories suivantes :

a) les enfants des assurés;
b) les épouses des assurés;
c) les bénéficiaires de pensions d'invalidité et de vieillesse, leurs épouses et leurs enfants ainsi que les bénéficiaires de pensions de veuve et leurs enfants.

D'après les données statistiques, on peut estimer que pour un travailleur assuré il y a, en moyenne, 2, 7 autres personnes qui auront droit aux soins de santé soit un nombre total de personnes protégées dépassant 1 million.

Sachant, d'après les indications tirées des statistiques de la Caisse nationale des organismes de prévoyance sociale, que les fréquences des différents actes médicaux est d'environ 11 000 consultations et visites et 3 700 journées d'hospitalisation par 1 000 assurés actifs, on peut fixer l'ordre de grandeur du volume des soins de santé, à 3 millions de consultations et visites chez les omnipraticiens et chez les spécialistes et à 1 million de journées d'hospitalisation.

Compte tenu du nombre moyen de consultations pouvant être accomplies par un médecin (13 000 consultations par an) et du taux moyen d'occupation des lits d'hopitaux (environ 80%) on peut estimer qu'il faudrait environ 400 médecins travaillant à temps plein pour donner les soins de santé adéquats et efficaces aux personnes protégées par la nouvelle branche de la sécurité sociale. Ce nombre se répartirait en 250 médecins pour fournir l'assistance médicale aux assurés et aux ayants droit non hospitalisés et 150 médecins pour donner les soins dans les hopitaux.

L'hospitalisation devant avoir lieu, en principe, dans les hopitaux publics relevant du Ministère de la Santé Publique, on peut considérer que les besoins en personnel paramédical seron satisfaits.

Par contre, les soins aux malades non hospitalisés sero donnés, en principe, dans les dispensaires propres à l'organisme gestionnaire et par son propre personnel médical et paramédical.

Pour assurer le fonctionnement des dispensaires de la sécurité sociale, on vient de voir qu'il faudra environ 250 médecin et si on estime qu'en moyenne, chaque médecin devra être assis té de deux infirmiers ou infirmières on peut conclure que le recrutement du personnel paramédical devra porter sur un effectif de 500 agents.

2) Services médicaux du travail

Aux termes du décret n° 2-56-248 du 18 rejeb 1377 (février 1958) portant application du dahir n° 1-56-93 du 10 hija 1376 (8 juillet 1957) organisant les services médicaux du travail, ces services qu'ils soient d'entreprises ou interentreprises, doi vent s'assurer à temps complet le concours d'infirmiers ou d'in firmières dans les conditions suivantes :

a) pour les établissements industriels et les entreprises de tran ports de voyageurs et de marchandises :

un infirmier ou infirmière pour 200 salariés et plus;

deux infirmiers ou infirmières pour 800 à 2 000 salariés;

un infirmier ou infirmière par tranche de 1500 salarié au dessus de 2 000 salariés.

b) pour les établissements commerciaux :

un infirmier ou infirmière pour 500 salariés et plus

deux infirmiers ou infirmières pour 1 000 salariés et plu

Selon le répertoire des établissements établi par le Secrétariat d'Etat au Plan et au Développement régional, les établissements du secteur privé assujettis à la règlementation rel tive à la médecine du travail et répondant aux conditions quanti tives indiquées ci-dessus se répartiraient ainsi :

160 établissements industriels ou commerciaux auraient un effectif excédant 200 ou 500 salariés;

16 établissements compteraient un effectif supérieur à 800 ou 1 000 salariés;

3 établissements disposeraient d'un effectif supérieur à 2 000 s lariés.

Les services médicaux du travail de l'ensemble de ces établissements devraient donc s'assurer les services à temps complet d'environ 220 infirmers et infirmières pour se conformer aux prescriptions légales.

On peut considérer que faute de pouvoir recruter un personnel paramédical en quantité suffisante en raison d'une pénur de cette catégorie professionnelle, ce nombre théorique n'est p atteint. Sans grand risque d'erreur, on peut estimer que pour s tisfaire l'objectif légal, la formation de personnel infirmier devrait porter au moins sur une centaine d'agents de cette qualification.

NOTE SUR LES BESOINS EN PERSONNEL PARAMEDICAL DES SERVICES MEDICAUX PRIVES ET SEMI-PUBLICS.

Ala veille de l'indépendance, l'infrastructure médicale du pays était très rudimentaire et mal répartie. Beaucoup de régions ne disposaient pas du moindre établissement sanitaire ; d'autre étaient pourvues de dispensaires sans médecins avec un personnel paramédical insuffisant en quantité comme en qualité. Les services médicaux publics étaient alors presque défaillants.

Pour parer à cette situation, le Ministre de la Santé Publique n'a cessé de déployer de considérables efforts en vue d'assurer les soins médicaux, et de veiller sur la santé de la population. Ces efforts se traduisent par la multiplication des hôpitaux, centres de santé, dispensaires, unité de fabrication de produits pharmaceutiques, centres de formation professionnelle, etc... De même, le nombre du personnel paramédical n'a cessé d'augmenter pour atteindre, au début du Plan Quinquennal 1973-1977, 4.420 agents y compris les auxiliaires et les aides sanitaires. L'Etat a redoublé d'efforts durant cette période quinquennale. Ainsi, le Ministère de la Santé Publique a pu réaliser la formation de 7.552 agents paramédicaux ; ce qui porte le nombre total de cette catégorie professionnelle au 30/4/1977 à 11 972 (9.269 aides sanitaires , 2.557 infirmiers diplômés d'Etat et 146 sages femmes). Ainsi, le Maroc ne dispose actuellement que :

- d'un agent paramédical pour 1.500 habitants ;
- d'un infirmier diplômé d'Etat pour 7.000 habt. ;
- d'une sage-femme pour 25.000 femmes (entre 18 et 49 ans)

On constate donc que le personnel paramédical dont dispose le pays est loin d'atteindre un chiffre suffisant, capable d'assurer les soins dans des conditions satisfaisantes à toute la population. De plus, la répartition de ce personnel fait l'objet d'une disparité régionale très mal équilibrée.

Il s'avère que les besoins des services médicaux publics en personnel paramédical sont loin d'être satisfaits et que beaucoup d'efforts restent à faire dans la formation de ce type de personnel. Et ceci, s'affirme davantage lorsqu'on prend en considération la croissance démographique du pays et son évolution socio-économique.

Les services médicaux privés, qui complètent les services publics, ne disposent que de 482 infirmiers diplômés d'Etat, étant donné que tous les infirmiers formés par les soins de l'Etat sont acheminés vers les secteur public.

Par ailleurs, le personnel paramédical privé, outre son insuffisance, est /mal réparti à travers le pays. Ainsi, par exemple, 7 provinces n'ont aucun infirmier diplômé d'Etat et 9 autres ont en un nombre variant entre 1 et 4.

En vue d'estimer les besoins en personnel paramédical nécessaire pour assurer le fonctionnement normal d'un régime octroyant des soins médicaux aux travailleurs et à leurs familles ainsi que celui des services médicaux du travail, une étude a été faite par le Ministère du Travail et des Affaires Sociales. (copie ci-jointe).

Cette étude indique que pour se conformer aux prescriptions du décret n° 2-56-248 du 18 rajeb 1377 (février 1958) portant application du dahir n° 1-58- 93 du 10 hija 1376 (8 Juillet 1957) organisant les services médicaux du travail, les établissements industriels et commerciaux auxquels ces dispositions s'appliquent doivent recruter, une centaine d'infirmiers au Moins.

L'étude précitée indique également que pour 1 assuré à la C.N.S.S. correspond en moyenne 2,7 protégés et que pour assurer les soins médicaux aux affiliés de cet organisme et à leurs ayants droit, dont le nombre total est estimé à plus de 1millions il faut 400 médecins dont 150, donneraient des soins aux malades hospitalisés dans les hôpitaux publics et pour lesquels on peut considérer que les besoins en personnel paramédical seraient satisfaits, le reste, soit 250 assureraient des soins aux malades non hospitalisés dans les dispensaires propres à l'organisme gestionnaire et par son propre personnel paramédical. Et si l'on considère que chaque médecin doit être assisté par 2 infirmiers, il faudra recruter 500 agents paramédicaux.

Par ailleurs, pour assurer l'hospitalisation de ses affiliés et de leurs ayant droit, la C.N.S.S. ouvrira prochainnement une polyclinique de 300 lits à Casablanca ; les besoins immédiats pour son fonctionnement s'élèvent à 130 infirmiers toutes catégories.

Les conclusions précitées ainsi que celles des contacts pris par l'O.F.P.P.T avec d'autres services médicaux privés et semi-publics laissent entendre que les besoins en personnel paramédical son énormes et que la recherche de nouvelles formules de formation de cette catégorie pofessionnelle s'impose.

Dans ce sens, l'O.F.P.P.T., organisme public ayant pour mission de prendre en charge la formation professionnelle destinée à répondre aux besoins nationaux, se propose d'entreprendre la formation du personnel paramédical.

L'ouverture d'une école pour la formation d'infirmiers Brevetés d'Etat et l'achat d'une seconde pour la formation d'Infirmiers Diplômés d'Etat s'imposent si on considère que l'OFPPT. doit faire face aux besoins immédiats des secteurs privé et semi-public, qui sont entre autres :

- 100 infirmiers pour les entreprises privées en vue de se conformer aux prescriptions de la législation de la médecine du Travail ;

- 500 infirmiers pour apporter des soins médicaux aux malades non hospitalisés affiliés à la C.N.S.S. et à leurs ayants droit ;

- 130 infirmiers attachés à la polyclinique de la C.N.S.S. chargés d'apporter les soins nécessaires aux malades affiliés à cet organisme et à leurs ayant droit .

Soit au total, 730 infirmiers.

A ce chiffre, il y a lieu d'ajouter les besoins pressant ressentis par les cliniques, les laboratoires d'analyses médicales, l'ouverture de ces 2 écoles, constituera une étape vers un développement croissant de la formation du personnel paramédical. En effet, cette dernière doit connaître un essor conforme au développement socio-économique du pays et à son évolution démographique./.

APPENDIX III

Office de Commercialisation et de l'Exportation

-oOo- PROGRAMME GENERAL ANNEE 1978 -oOo-

FORMATION DE BASE

		NOMBRE
Anglais		38
Arabe - dactylo - Expression arabe		20
Français		30
Secrétariat		7
	TOTAL	

COMPTABILITE

Interne	Ecole des Banques	25
CAP Bancaire		9
Brevet bancaire		1
I.T.B.		7
Gestion Financière I.S.C.A.E.		5
Analyse de bilan		6
Régularisation des comptes de gestion		7
Analyse d'exploitation		3
	TOTAL	

COMMERCIAL

Distribution commerciale (Aignon)		1
Distribution commerciale interne stage (ASMAK)		10
Distribution commerciale - aspect juridique du contrat international		6
Marketing international (FC)		2
Plan de Développement CFC		2
	TOTAL	

	NOMBRE
TECHNIQUE	
Programmation R.A.M.	8
Transport	20
Assurances (Maritimes)	10
Connaissance du partenaire stage Comanav	10
Méthodologie de Pêche (Office de Pêche)	2
L'aspect Maritime du Juridique (stage Llyod's)	1
Statistiques	3
Contrôle	15
Emballage	15
Normalisation	15
Gestion de stock	3
Sécurité	2
Approvisionnement	2
Technique de cultures sous-serres	2
Séminaires techniques (école Hassania)	2
Informatique	12
TOTAL	
PERSONNEL	
Gestion du Personnel (Chef de personnel, gestion)	3
Délégation du travail	20
Infirmerie	1
Formation	6
TOTAL	
Documentation Débat/Séminaire Visites/réception stagiaires	
TOTAL GENERAL	

-oOo- :-: PROGRAMME TRIENNAL :-: -oOo-

DE LA FORMATION

Besoin
Rocher

-oOo- PROGRAMME GENERAL TRIENNAL -oOo-

FORMATION DE BASE ٣٠٪ [illegible]

Anglais	60
Arabe : dactylo/expression arabe	60

COMPTABILITE

Interne	75
CAP Bancaire	95
Brevet	15
I.T.B.	21
Français	60
Droit Social	30
Droit Commercial	30

MARKETING/COMMERCIAL

Avignon	1
Asmak	20
O.I.T. - distribution marketing	14
ISCAE	20
Institut Commercial France	6
Système de distribution à l'exportation	2
Cegos - Somifos - Développement	5
CFC (Marketing)	5

PERSONNEL

GESTION : CHEF DE PERSONNEL

O.I.T. Personnel	3
Formation O.I.T.	3
GEFDCP (commandement)	8
GEFDCP (Personnel)	4
Centre de formation et conseil (gestion)	4
COSUMAR (Organisation du travail)	4
CEGOS Paris (formation)	4
Délégation de travail	20
CNSS - CIMR	4
Infirmerie	2
Assistance sociale	5
Gestion Personnel (OCP) (commandement méthode de gestion)	6

TECHNIQUE

Institut Anverrois de maritime	2
Stage RAM	8
Séminaire maritime (arrimage)	20
Transport	20
Séminaire : défense maritime, assurance maritime	10

Comanav	20
Asmak	20
Méthodologie de pêche	2
Juridique maritime	1
Statistique	4
Contrôle	30
Emballage, conditionnement	30
Normalisation	30
Informatique	24
Primeurs, agrumes (maladies et conditionnement/ technique, moderne	24

RELATION INTER-PERSONNEL

Communication	12
O.C.E. Perspective	24
Sécurité	5
Approvisionnement	2
Stocks	2
Conducteurs de clarks	6
Douane	4

TOTAL

NON EVALUEE MAIS ESTIMEE SEULEMENT :

Diner débat
Stagiaires à l'O.C.E. (accueil)
Visites
Séminaires durant campagnes
Technique de culture sous-serres
Hassania école
Perfectionnement contrôle (2) (USA) (Californie)
Surgellation
Organisation

TOTAL GENERAL

Documentation - livres

TOTAL ESCOMPTE

Office de la Commercialisation et de l'Exportation

APPENDIX IV

-00o00 FORMATION FORMELLE (EXTERNE) -00o00

T H E M E	ORGANISATEUR	LIEU	DUREE	NOMBRE DE BENEFICIAIRE ET NATURE		PERIODE
Arabe (dactylo)	Ministère du travail	CASA	9 mois	Non cadres	10	année-scolaire
CAP Bancaire	Ecole de banques	"	année-scolaire	" "	9	" "
Brevet	" "	"	" "	Cadres et N.C	1	" "
I. T. B.	" "	"	" "	Cadres	7	" "
Français	Mission Française - Office Marocain de Formation	"	3 mois	Non cadres	30	OCT.NOV.DEC.
Distribution commerciale	Chambre de commerce d'Avignon	Avignon	1 an	Cadres	1	année-scolaire
Gestion Financière	I.S.C.A.E.	CASA	3 mois	"	5	Avr-Mai-Juin
Infirmerie	Ecole d'assistance médicale	par correspondance	6 mois	Non cadres	1	année-scolaire
Juridique Maritime	Défense maritime Comaraf - Comanav	CASA	1 semaine	Cadres	1	Juin

-oOo- SEMINAIRES EXTERNES -oOo-

THEME	ORGANISATEUR	LIEU	DUREE	NOMBRE DE BENEFICIAIRES ET NATURE		PERIODE
Statistiques	I.N.S.E.A.	RABAT	3 jours	Cadres	3	-
Gestion du personnel	G.E.F.D.C.P.	CASA	24 jours	"	2	Fév.Juin
Distribution commerciale, aspect juridique, contrat international	Institut commercial de France	PARIS	10 jours	"	6	Septembre
Système de distribution à l'exportation	CNUCED	GENEVE	5 jours	"	2	Octobre
Plan de développement	C F C	Casa	4 jours	"	1	Mai
Formation	CEGOS-Office de Formation Professionnelle	PARIS CASA	4 jours 4 jours	" "	2 4	Mai
Sécurité	Ministère du travail	CASA	2 jours	Non cadres	2	Février
Approvisionnement	" "	CASA	2 jours	" "	2	"
Stocks	" " + CFC	CASA	3j / 7j	" "	3	Fév - Mai
Marketing International	Centre de Formation Conseil	CASA	3 jours	Cadres	2	Mai
Techniques agricoles	Ecole Hassania	RABAT	4 jours	"	4	-
Secrétariat	Office de Form. Profes.	CASA	4 jours	Agents	7	Avril-Mai
Analyse de bilan	" " "	"	2 jours	"	6	"
Régularisation de comptes	" " "	"	4 jours	"	8	"
Analyse d'exploitation	" " "	"	4 jours	"	3	"

-oOo- SEMINAIRES INTERNES -oOo-

T H E M E	ORGANISATEUR	LIEU	DUREE	NOMBRE DE BENEFICIAIRES ET NATURE		PERIODE
Assurances(maritimes, transport)	O.C.E.	CASA	10 jours	Cadres	10	Septembre
Transport	O.C.E.	CASA	3 jours	Cadres moyens	20	Septembre
Contrôle	O.C.E.	CASA	5 jours	Cadres moyens	15	Mai - Juin
Emballage	O.C.E.	CASA	5 jours	Cadres moyens	15	" "
Normalisation	O.C.E.	CASA	5 jours	Cadres moyens	15	" "
Délégation du travail	O.C.E.	CASA	2 jours	Cadres moyens	20	Octobre

-oOo- STAGES EXTERNES -oOo-

T H E M E	ORGANISATEUR	LIEU	DUREE	NOMBRE DE BENEFICIAIRES ET NATURE		PERIODE
Commercialisation interne	ASMAK	CASA	15 jours	Non cadres	10	Juin
Programmation	R A M	CASA	15 jours	Cadres et N. cadres	8	Septembre
Technique de transport et Maritime	COMANAV	CASA	15 jours	" "	10	Septembre
Méthodologie de pêche	O N P	CASA	15 jours	Cadres	2	" "
Technique de culture sous serre	Fermes espagnoles			"	4	Juillet

-oOo- FORMATION FORMELLE (INTERNE) -oOo-

T H E M E	ORGANISATEUR	LIEU	DUREE	NOMBRE DE BENEFICIAIRES ET NATURE		PERIODE
Anglais	O.C.E. professeur au sein de l'office	CASA	9 mois	Cadres et N. Cadres	20	année scolaire
Arabe (expression)	" O. C. E.	CASA	9 mois	" "	10	Oct.Nov.Déc.
Comptabilité	" O. C. E.	CASA	9 mois	" "	25	Mai,Juin,Oct, Nov.Déc.
Informatique	O. C. E. I.B.M	CASA	9 mois	" "	12	Fév.Mars,Avril

APPENDIX V

S[illegible]RIAT GENERAL
[illegible] ROGRAMME SPECIAL
[illegible] .ORMATION

NOTE SUR LE

-oOo- PROGRAMME SPECIAL DE FORMATION -oOo-

-!-!-!-!-!-!-

Le Programme Spécial de Formation trouve son origine dans la Lettre Royale adressée à Monsieur le Premier Ministre le I6-I2-72.(-copie en annexe I)

La Lettre Royale pose explicitement le problème de la démographie et de l'insuffisance des débouchés et suggère d'abandonner les formes classiques d'enseignement en adoptant "des Programmes révolutionnaires de nature à permettre non seulement la formation mais aussi le perfectionnement et le recyclage des cadres".

Les objectifs du Programme Spécial de Formation se définissent d'ores et déjà comme suit :

- Le recyclage et le perfectionnement .
- La reconversion des fonctionnaires civils et militaires à la veille de leur mise en retraite.
- La formation des jeunes ayant un certain niveau scolaire mais qui sont en chômage.

Dans une réunion tenue le 23 Décembre I972, sous la présidence de Monsieur le Premier Ministre, il a été décidé de retenir la formule Ecole Universelle pour l'exécution de cette opération et de limiter le nombre des candidats à 500 personnes dans une première phase expérimentale.

L'idée lancée par SA MAJESTE LE ROI, est une innovation en la matière, en ce sens qu'elle fait appel, pour la première fois,au Maroc, à une méthode d'enseignement qui sort des "sentiers battus".

En effet, l'enseignement à distance a donné dans la plupart des pays des résultats, aujourd'hui incontestables dans le domaine de la Formation .

PREMIER PROGRAMME (Stade expérimental)

L'étude par correspondance se distingue des autres méthodes d'enseignement en ce qu'elle laisse une grande liberté à l'étudiant qui veut poursuivre son instruction en tous lieux et à tous moments : toute personne s'inscrivant à des cours par correspondance, n'est pas obligée de se rendre à un certain endroit à une heure précise pour poursuivre son instruction.

L'expérience des Ecoles Internationales dans ce domaine nous indique que dans le monde entier, il existe des gens qui veulent développer leurs connaissances sans avoir à se déplacer : tel employé de Bureau aimerait savoir ce qu'il pourra faire pour améliorer la qualité de son travail et apprendre de nouvelles techniques, afin de pouvoir prétendre bien sûr à un avenir meilleur .

Dans un monde moderne où les techniques se perfectionnent constamment nul ne peut contester l'interêt que représente l'enseignement par correspondance dans les domaines de la Formation, du recyclage et de la reconversion .

C'est ainsi qu'une première phase expérimentale portant sur 632 candidats civils et militaires a été lancée en I973/I974 avec le concours de l'Ecole Universelle de Paris .

L'évaluation de cette expérience a été examinée au cours d'une réunion tenue le 2I Janv... au Siège du Département de Monsieur le Premier Ministre et groupant tous les organismes concernés . A l'issue de cette réunion il a été décidé de poursuivre le Programme Spécial de Formation sur un millier de candidats, en y introduisant certains aménagements, notamment :

- L'installation à Rabat d'une succursale de l'Ecole Universelle et son adaptation progressive aux programmes marocains .
- L'organisation périodique de Séminaires de contrôle de connaissances .
- La participation des candidats pour 50% du montant des cours, remboursable en cas de succès aux examens et concours préparés .
- Les facilités consenties aux candidats quant aux modalités de paiement (étalement sur plusieurs mensualités prélevées directement par le S.O.M.).
- La gratuité des cours à l'intention des non-salariés selectionnés par le Ministère du Travail.
- Le Gouvernement de SA MAJESTE LE ROI a décidé d'accorder à cette opération un interêt particulier concrétisé par :
- La signature d'une convention entre le Gouvernement Marocain et l'Ecole Universelle (I2-7-I975).
- L'inscription à la loi de finances des crédits annuels reservés au Programme Spécial de Formation .
- Le deuxième Programme a fonctionné en I976 sur I024 candidats dont 20I non salariés .

A chaque année budgétaire, mille nouveaux candidats sont inscrits pour bénéficier des avantages consentis. Dans ce nombre une place est réservée à 200 candidats sans travail, provenant, d'une part, de jeunes gens en quête d'emploi, et inscrits auprès des différents bureaux de placement du Royaume, et d'autre part, d'enfants de Résistants ayant quitté l'Ecole.

Ces candidats non salariés, bénéficient de la gratuité totale des cours.

- Actuellement le troisième Programme lancé au titre de l'année I977(conformement à la circulaire de Monsieur le Premier Ministre n° 227 du 7 Janvier I977) est en voie d'achèvement .
- Le quatrième Programme, pour I978, est en instance de lancement .

FONCTIONNEMENT

Chaque Département Ministériel a été invité à désigner un fonctionnaire responsable de la conduite du Programme Spécial de Formation

.../...

au sein de ce Département. Il doit notamment :

- Centraliser les fiches de candidature et les comptabiliser avant de les présenter à la commission de selection et d'orientation .

- Assurer et controler la remise des cours et devoirs aux candidats de son administration .

- Tenir un fichier reflètant l'assiduité et le travail des élèves.

- Se tenir en liaison permanente avec le Service Programme Spécial de Formation , desormais rattaché au Ministère du Travail et de la Formation Professionnelle .

SELECTION ET ORIENTATION DES CANDIDATS

Celle-ci est composée des responsables du Service Programme Spécial de Formation avec la participation du responsable désigné auprès de chaque administration concernée .

Il est tenu compte, en premier lieu, du désir du candidat tout en cherchant dans la mesure du possible, à le satisfaire en lui attribuant le cours approprié, à son niveau et à ses aptitudes .

Les formalités d'inscription à l'Ecole Universelle sont ensuite effectuées . L'élève reçoit, quelques temps après, son colis individuel contenant la totalité des cours, manuels, plans d'étude, conseils pédagogiques ainsi que les imprimés nécessaires pour l'envoi de ses devoirs. C'est ainsi que la préparation peut avoir une durée inférieure ou supérieure au temps moyen imparti à cet effet. Tant qu'il n'a pas terminé entièrement ses cours et devoirs, le candidat continue à être élève de l'Ecole Universelle.

L'ENSEIGNEMENT

Les préparations demandées sont trés diversifiées d'un Programme à l'autre. En général, les enseignements les plus demandés concernent les études comptables et la préparation au Baccalauréat. Il est difficile de prévoir à l'avance les quantités et les types d'enseignements qui seront demandés.

DIFFICULTES RENCONTREES

- Certains problèmes sont apparus lors du déroulement des derniers Programmes, notamment :

- L'absence de travaux pratiques lorsqu'il s'agit d'un enseignement technique. Les cours dispensés à distance sont uniquement théoriques et ne peuvent, à eux seuls, contribuer à la formation de l'élève.

- Le manque de séances de soutien concernant les autres disciplines : Les élèves ont besoin, de temps en temps, de se trouver en présence de leurs professeurs pour recueillir, de vive voix, les conseils dont ils ont besoin et surtout des réponses à leurs nombreuses questions .

C'est pourquoi il est prévu pour pallier ces inconvénients, des séances périodiques de regroupements pour chaque discipline .

Le coût de certains cours, même réduit de 50% se trouve encore trop élevé pour la bourse du petit fonctionnaire.

Une participation de l'Etat un peu plus conséquente est sollicitée et permettrait à un grand nombre de petits fonctionnaires de s'adonner à des études qui leur etaient, jusqu'à présent, inaccessibles .

- La participation du candidat ramenée à 25% du prix global des cours serait très bien accueillie .

- En ce qui concerne certains examens et diplômes, les candidats rencontrent d'énormes difficultés souvent insurmontables.

Ces difficultés sont de deux sortes :

I°)- Certains examens de comptabilité n'existant plus au Maroc, tels l'aptitude, le probatoire et les certificats du Diplôme des Etudes Comptables Supérieures (D.E.C.S.) organisés auparavant par le Bureau des examens de la M.U.C.F., ont été transférés en France depuis 1975.

Il serait alors souhaitable de préparerer ces examens au Maroc. Cela apporterait un énorme soulagement à ces candidats .

2°)- Certaines préparations ne débouchant sur aucun examen officiel sont sanctionnées par un certificat délivré par l'Ecole Universelle .

Le fonctionnaire dont l'objectif essentiel est d'améliorer sa situation administrative, cherche à exploiter ce document pour lequel il a consenti d'importants sacrifices . Or, l'Administration lui présente une fin de non recevoir .

C'est pourquoi, pour éviter de pareilles déceptions, il serait souhaitable d'envisager une procédure d'homologation ou d'équivalence de ces documents , par une commission qui siègerait au Ministère des Affaires Administratives ./.

Programme Spécial de Formation

APPENDIX VI

Répartition des Candidats par préparations

Ier Programme.

Administrations	Etudes Scolaires									Etudes Universitaires		Entrée en P A C.		Entrée ENAP	Etudes Agricoles			Cours Administ.	Comptabilité	Sténo-Secrét.	Gestion Entr.	Hôtelerie	Génie Civil	Informatique	Mécanographie	Electronique	Langue Viv	Photo-cinéma	Journalisme	Total
	Enseignement Général					Enseigt Technique																								
	1er Cycle	2nd. Litt		2nd. Sc.		Comm.		Indus.		Capacité Dr	Lic. Dr.	Let.	Sc.		Génér.	Cooper.	Cooper.													
		2nde	Ter.	2nde	Ter.	2nde	Ter	2nde	Ter																					
D.N	7	46	13	27	5	34	11	20	7	5	1	3	8	3	6		2		11	2	7	7	9	10	2	7	11	3	1	270
T.P	21	10	2	19	29	28	4	9		1								24	3		6		7	7	2		6			175
AG																12	32													44
Fd.		5	3	2	1	15	1	9							3								1	2						42
OO	1			2	1	12	2												2	1	1			2						24
Total	29	61	18	50	36	89	20	46	7	6	1	3	8	3	9	12	31	24	16	3	14	7	17	21	4	7	17	3	1	546

MINISTERE DE L'ENSEIGNEMENT PRIMAIRE ET SECONDAIRE.

SECRETARIAT GENERAL

[illegible]

Tableau Statistique des candidats retenus
par préparation et par département

II Programme

Situation au

	TRAVAIL																			
	[illegible]	[illegible]	[illegible]	[illegible]	FIN	[illegible]	[illegible]	[illegible]	INT	[illegible]	[illegible]	INFO	[illegible]	[illegible]	[illegible]	[illegible]	CO	AG	LE	TOTAL
Etudes Scolaires Universitaires		27.	6	9.	8	6	19.	3	3	8		1	2	22.	1	1	3	8	30	203.
Techniques Industrielles	[illegible]	38.	4	8	3		11	2	2.			1	1	5		1	17		11	98
Langues Etrangères	6	7.	8	1	7	4	4	3	4			2	1	7	1	1	2.	2	13	65
Informatique		4	3	3	22		11			1		2				1	2	1	9	59
Comptabilité-Gestion	3	49.	5	24	13	8	2	43	25.	10	1	1	1	7	1	9	57	11	13	265
Perfectionnement Culturel	1	47	2	9		7	1	8	8	16			7	6		3	2.	1		108
Commerce - Secrétariat	1	30.	3	2.		4		1					1			4	18	1	30	94
Hôtellerie - Tourisme		7	4			1				3		1				1				19
Relations Publiques et Journal				1				3				1				1				6
Carrières artistiques						3	1			1		3		4					2	14
Bâtiment - T.P.		1		29		3.			13					3		1		1	8	65
Agriculture			1			2												21	9.	33
TOTAL	13	204	33	81	53	37	46.	25.	52.	33.	1	12.	13	104	3	18.	38.	37	145	1024.

APPENDIX VII

Les études dans les écoles, centres et instituts.

LES CENTRES PEDAGOGIQUES REGIONAUX

Les besoins du Maroc en professeurs sont considérables et pour satisfaire les besoins des lycées et collèges en enseignants du 1er cycle, une nouvelle formule lancée en novembre 1970 sous forme de quelques unités pilotes est actuellement mise en application. Il s'agit de la formule C.P.R. (Centres Pédagogiques Régionaux).

LES SPECIALISATIONS

Les professeurs du premier cycle, peuvent actuellement être formés dans dix disciplines différentes.

— Mathématiques (Rabat, Casablanca, Fès, Meknès, Oujda, Marrakech, Tanger, El Jadida, Agadir, Tétouan et Safi).

— Sciences Naturelles (Rabat, Casablanca, Marrakech et Fès)

— Physique-Chimie (Rabat, Casablanca, Tanger et Safi)

— Lettres Arabes (Fès, Oujda, Marrakech, El Jadida, Agadir Meknès et Fès).

— Lettres Françaises (Rabat, Casablanca, Fès, Meknès, Oujda, Marrakech, Tanger, El Jadida, Agadir, Tétouan et Safi)

— Histoire-géographie en arabe (Fès, Agadir, Meknès et Oujda)

— Dessin (Rabat et Tanger)

— Arts Ménagers (Rabat)

— Education physique et sports (Casa)

— Technologie (Casa)

Les Centres d'El Jadida et de Tétouan sont provisoires. Les élèves professeurs d'El Jadida seront transférés par la suite à Casablanca, ceux de Tétouan à Kénitra.

CONDITIONS D'ADMISSION

Les candidats doivent répondre aux critères de recrutement ci-après :

— Etre de nationalité marocaine

— Etre âgé de 17 ans au moins et de 30 ans au plus

— Souscrire l'engagement de servir l'enseignement pendant 8 ans après l'examen de sortie

— Avoir le niveau requis

Le niveau requis : le niveau demandé est différent selon les disciplines.

— Sciences : sur titre pour les bacheliers scientifiques et sur concours pour les élèves ayant effectués la 7ème AS dans ces séries.

— Littérature : sur concours pour les bacheliers toutes séries.

— Dessin : baccalauréat toutes séries ou D.T.M. Arts Appliqués + examen probatoire de dessin.

— Education Physique et Sportive :

- Sur titre pour les bacheliers toutes séries D.T.M. + examen probatoire de l'E.P.S.
- Sur concours pour les élèves du niveau de la 7ème AS + examen probatoire de l'E.P.S.

— Arts Ménagers : baccalauréat toutes séries ou D.T.M. + examen probatoire.

— Technologie : Sur titre pour les bacheliers scientifiques et les titulaires du baccalauréat de technicien. :

Remarque : les concours ont lieu en Juin de l'année en cours.

DUREE ET REGIME DES ETUDES

La durée de la formation des professeurs du 1er cycle est de 2 ans. Les élèves sont externes et bénéficient chacun d'une allocation forfaitaire mensuelle de 727,38 DH. Les candidats fonctionnaires conservent leur traitement pendant leur séjour au C.P.R.

PERSPECTIVES DE PROMOTION

Les lauréats des Centres Pédagogiques Régionaux, peuvent accéder au grade de professeur du second cycle lorsqu'ils atteignent le 4ème échelon de leur grade et après avoir effectué une anné de stage de formation générale organisée à leur intention.

DES PROJETS D'AVENIR

Des projets sont élaborés par le Ministère de l'Enseignement Primaire et Secondaire pour :

— former des professeurs formateurs nationaux dans les C.P.R.

— Créer des Centres de Documentation Pédagogique qui auront pour rôle l'étude des problèmes pédagogiques et la rénovation des méthodes d'enseignement.

L'INSTITUT SUPERIEUR DE COMMERCE ET D'ADMINISTRATION DES ENTREPRISES

L'Institut Supérieur de Commerce et d'Administration des Entreprises, créé par le dahir du 27 juillet 1972, dispense un enseignement supérieur de type nouveau, ayant pour objectif la formation de cadres polyvalents susceptibles d'occuper des postes de responsabilité et à terme, de direction dans les entreprises publiques mixtes ou privées. L'enseignement prodigué par l'ISCAE est un enseignement résolument tourné vers l'entreprise. Il comprend 2 cycles de formation : un cycle normal d'une durée de 4 années et un cycle supérieur de gestion d'une durée de 18 mois.

CYCLE NORMAL

CONDITION D'ACCES

Le cycle normal est ouvert par voie de concours aux candidats et candidates titulaires du baccalauréat de l'enseignement secondaire.

Toutefois, les élèves des classes terminales peuvent participer au concours mais leur admission définitive à l'ISCAE est conditionnée par leur succès au baccalauréat. C'est ainsi que les demandes d'inscription doivent être envoyées au secrétariat de l'I.S.C.A.E. avant la fin du mois de mai de chaque année pour la session de Juin et avant la fin du mois d'août pour la session de septembre.

ORGANISATION DES ETUDES

La formation au cycle normal de l'I.S.C.A.E. dure 4 ans, durant lesquels l'étudiant reçoit un enseignement actif reposant sur la participation de chacun, et utilisant des procédés pédagogiques modernes, tels que les cours dialogues, les travaux pratiques, les études de cas, les stages et les visites d'entreprises.

* La première année est un complément de formation générale, une préparation aux nouvelles méthodes pédagogiques et une introduction à l'étude de gestion de l'entreprise.

* La deuxième année est consacrée à l'acquisition des concepts et des techniques de gestion de base, nécessaires à une compréhension de la structure de l'entreprise et des relations avec son environnement (comptabilité, méthodes quantitatives, sciences humaines, droit, économie).

A la fin de la 2ème année, l'étudiant effectue un stage dans une entreprise au Maroc en position d'exécutant (ouvrier, employé) à l'issue duquel il présente un rapport de stage sur l'entreprise où le stage a été effectué et sur le type de travail réalisé.

* La troisième année est consacrée essentiellement à l'analyse des fonctions de l'entreprise (marketing, finance, contrôle de gestion, production etc...), à son environnement (sciences humaines et organisation, micro-économie, droit des affaires) et à l'étude des méthodes quantitatives (informatique, recherche opérationnelle).

Un stage d'information au Maroc ou à l'étranger est effectué par les étudiants en fin d'année.

* La 4ème année est consacrée à l'approfondissement des connaissances acquises. Elle comprend un enseignement de tronc commun et des options de prespécialisation : Gestion Financière, Gestion Commerciale, Organisation. Elle est consacrée aussi à un travail personnel de recherche correspondant à l'option choisie.

SANCTION DES ETUDES

A la fin du cycle, l'I.S.C.A.E. délivre :

— Soit le diplôme de l'Institut Supérieur de Commerce aux élèves ayant donné satisfaction au contrôle permanent, aux examens partiels et aux mémoires de fin de stages.

— Soit le certificat d'ancien élève de l'Institut, aux élèves ayant suivi régulièrement les cours du cycle normal et qui ont perdu le droit au redoublement, ainsi qu'à ceux qui ont été empêchés pour des raisons exceptionnelles de subir le contrôle de sortie.

REGIME DES ETUDES

Les candidats admis à l'I.S.C.A.E. peuvent bénéficier d'une bourse de l'enseignement supérieur, augmentée éventuellement d'un complément de bourse.

Ils peuvent être aussi boursiers d'un organisme privé ou effectuer leurs études sans bourse.

L'I.S.C.A.E. est doté d'un internat pouvant accueillir une proportion élevée de ses étudiants.

L'enseignement à l'I.S.C.A.E. est dispensé en français mais deux épreuves sont obligatoires : l'arabe et l'anglais.

CYCLE SUPERIEUR DE GESTION

Ce cycle s'adresse aux diplômés de l'enseignement supérieur, cadres des entreprises et des administrations.

Il offre à ses élèves une formation aux techniques avancées de gestion (management) répondant aux besoins en matière d'organisation, de gestion, de direction et de développement, ainsi que l'épanouissement de leurs capacités de réflexion, d'action et d'approfondissement de leurs expériences personnelles.

ORGANISATION DES ETUDES

— Déroulement

Ouvert aux cadres de formation supérieure et d'expériences diverses, le C.S.G. est conçu en deux phases étalées sur trois semestres :

1ère phase :

— Mars ; Juillet (1er semestre) :

. acquisition des connaissances indispensables dans les domaines du management et de l'environnement économique et social ;

. entraînement aux méthodes d'analyse et de décision

2ème phase :

— Octobre - Février (2ème semestre) :

Approfondissement des connaissances acquises ou souhaitées et préparation à la recherche.

— Mars - Juillet (3ème semestre) :

Recherche appliquée aux domaines choisis, débouchant sur la rédaction d'un mémoire.

— Démarche :

Conçue de façon à répondre aux exigences de niveau et de qualité de la formation, dans une optique dynamique liant le développement des connaissances et celui des capacités propres dans l'exercice d'activités multiples, elle procède par :

— séminaires de haut niveau, de formation générale et de recherche, organisés de façon à permettre l'exercice parallèle d'une activité professionnelle ;

— assistance technique et pédagogique permanente, sous forme d'animation et d'encadrement individuel par des enseignants et gestionnaires qualifiés, comme support à l'effort et à l'initiative personnels indispensables dans le processus de formation envisagée.

DEBOUCHES

Le C.S.G., sanctionné par un diplôme d'Etat de 3ème cycle prépare directement à :

— l'exercice de fonctions de responsabilité et de direction dans les entreprises privées, publiques et semi-publiques, et dans les administrations.

— la carrière d'enseignement dans les institutions de formation supérieure, de conseil et de formateur dans les entreprises et autres organisations.

INSTITUT NATIONAL DE FORMATION DES CADRESEN COMPTABILITE ET SECRETARIAT

Créé en 1969, l'Institut National de Formation des Cadres en Comptabilité et Secrétariat (I.N.F.C.C.S.) assure la formation d'instructeurs dans différents domaines notamment, la comptabilité, la dactylographie, la sténographie.

CONDITIONS D'ADMISSION

L'admission se fait par voie de concours qui a lieu au mois de Juillet à l'Institut, parmi les candidats des 2 sexes âgés de 30 ans du niveau de la 7ème année secondaire toutes séries.

DUREE ET REGIME DES ETUDES

La durée de formation est de 2 années.

Les élèves peuvent être internes ou externes, l'internat est surtout ouvert aux élèves non originaires de la ville siège de l'Institut.

Les élèves peuvent bénéficier d'une bourse mensuelle d'un montant de 275 DH, accordée par l'Office de la Formation Professionnelle et de la Promotion du Travail, en contrepartie de la souscription d'un contrat d'engagement de servir l'administration durant 8 ans.

DIPLOMES ET DEBOUCHES

Les études sont sanctionnées par le Certificat d'Aptitude Pédagogique et de Perfectionnement Technique, certificat qui donne accès dans l'administration à l'échelle de rémunération n° 8.

L'ECOLE NATIONALE D'ADMINISTRATION PUBLIQUE

Créée en 1948, l'E.N.A.P. a toujours eu pour mission la formation des cadres supérieurs destinés à travailler dans l'Administration Publique en qualité d'administrateurs ou d'administrateurs-adjoints.

DEUX CYCLES, DEUX NIVEAUX DE FORMATION

L'E.N.A.P. assure la formation de ces deux types de cadres administratifs dans deux cycles d'études : le cycle normal (administrateurs-adjoints) et le cycle supérieur (administrateurs).

LE CYCLE NORMAL

CONDITIONS D'ADMISSION

Pour accéder au cycle normal de l'E.N.A.P. chaque candidat ou candidate doit :

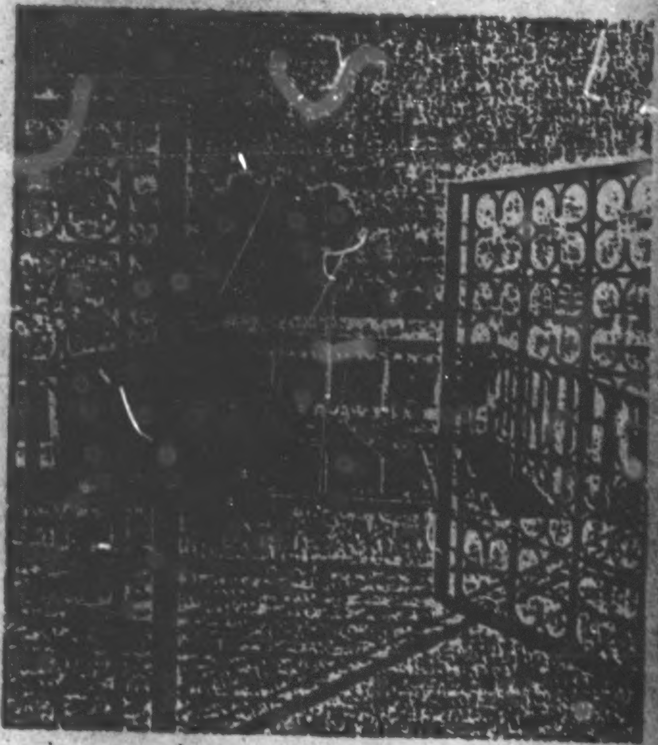
- **être de nationalité marocaine**
- **être apte physiquement**
- **être âgé de 17 ans au moins et de 30 ans au plus**
- **être titulaire du baccalauréat de l'enseignement secondaire ou d'un diplôme équivalent.**
- **réussir au concours d'entrée ouvert aux bacheliers et aux fonctionnaires justifiant de 5 années d'ancienneté, classés à l'échelle 7.**

L'admission n'est définitive qu'après la signature d'un contrat de servir l'administration pendant 8 ans. Chaque étudiant reçoit en contrepartie de ce contrat, une indemnité mensuelle forfaitaire de l'ordre de 500 DH.

CONTENU DES ETUDES

La durée totale de la formation est de 3 ans. Les étudiants reçoivent pendant les deux premières années, une formation générale juridique et économique.

La 3ème année est consacrée à la spécialisation dans l'une des sections ci-après :



- Section d'Administration Générale (droit administratif spécial, droit public économique, organisation administrative comparée etc...)

- Section Diplomatique (relations internationales, droit international public, relations économiques internationales, etc...)

- Section Economique et Financière (techniques de planification, comptabilité nationale, finances spéciales etc...).

- Section Judiciaire (procédure pénale, procédure civile, droit musulman, droit notarial etc...).

- section Postale (informatique, contrôle de gestion, organisation générale et moyens des services des P.T.T.).
- Section Sociale (droit du travail, réglementation du travail, sécurité sociale etc...).

Section foncière (droit commercial, droit musulman, législation foncière).

L'enseignement est donné sous forme de cours magistraux dispensés par des professeurs d'Université, de conférences et de travaux pratiques dirigés par de hauts fonctionnaires rompus aux activités de l'administration.

A la fin de chaque année d'études, l'étudiant suit un stage obligatoire de deux mois et doit présenter un rapport de stage au Directeur de l'école.

NOMINATION ET AFFECTATION DES LAUREATS

Après l'obtention du diplôme du cycle normal de l'E.N.A.P., les lauréats sont affectés auprès des divers services administratifs par les soins de l'autorité gouvernementale chargée de la Fonction Publique.

Leur situation au sein de l'administration est celle réservée aux fonctionnaires de l'échelle administrative de rémunération n° 10.

LE CYCLE SUPERIEUR

CONDITIONS D'ADMISSION

L'accès au cycle supérieur a lieu par voie de concours ouvert aux fonctionnaires appartenant aux cadres auxquels donne accès le diplôme du cycle normal, justifiant de 4 années au moins de service dont trois années en qualité de titulaire dans l'un de ces cadres.

DUREE ET SANCTION DES ETUDES

La durée des études dans le cycle supérieur est de 18 mois. L'admission aux épreuves de ce cycle confère au candidat le grade d'administrateur. Sa rémunération se fait sur la base de l'échelle administrative n° 11.

FORMATION DES INSPECTEURS - ADJOINTS

A la différence des autres Départements Ministériels, le Ministère des Finances ne dispose pas à l'heure actuelle d'établissement de formation qui lui est propre.

Cependant certaines catégories de lycéens, peuvent être recrutés et recevoir une formation au sein des services techniques de leur lieu d'affectation ou bien alors dans des écoles au Maroc ou en France.

CONDITION DE RECRUTEMENT

L'emploi d'inspecteur-adjoint est ouvert aux candidats des deux sexes titulaires soit du baccalauréat toutes séries soit du D.T.M. après réussite au concours organisé par le Ministère des Finances.

DUREE ET LIEU DES STAGES

La durée des stages est variable. Elle se situe entre 6 mois et 2 ans.

Le stage est reçu :

— soit à l'école des Impôts à Casablanca

— soit à l'Ecole Nationale des Douanes à Paris

— soit à l'Ecole Nationale du Trésor à Paris.

REMUNERATION

L'inspecteur-adjoint est recruté à l'échelle de rémunération administrative n° 8.

PERSPECTIVES D'AVENIR

Le Ministère des Finances projette la création d'un Institut de Formation pour Cadres Financiers, ce qui permettra la disparition de l'actuelle procédure de formation qui sera remplacée par un enseignement ouvert directement aux lycéens intéressés qui pourront accéder à cet Etablissement comme c'est le cas d'Instituts ou d'Ecoles dépendant d'autres Ministères.

Véritable industrie capable non seulement de procurer des devises à l'économie, mais encore de créer des emplois nouveaux par les investissements auxquels elle donne lieu, le tourisme, de par son développement nécessite la mise en œuvre de techniques d'avant-garde, aussi bien sur le plan de l'infrastructure que de celui de l'organisation des professions touristiques et hôtelières. Pour permettre la revalorisation de ces professions, le Maroc accorde une attention particulière à la formation des cadres nécessaires à ce secteur. L'Institut Supérieur de Tourisme de Tanger créé à cet effet, a accueilli sa première promotion en Octobre 1972.

L'INSTITUT SUPERIEUR DE TOURISME DE TANGER

QUEL EST L'OBJECTIF DE L'INSTITUT ?

- Former des cadres compétents dans les techniques de production et de vente, l'accueil, l'aménagement et l'administration du secteur du tourisme.

- Former des gestionnaires rompus aux techniques modernes de gestion et capables d'assumer pleinement les diverses responsabilités pouvant leur être confiées : Directeurs d'hôtels, contrôleurs hôteliers, Economes, Gérants...

QUELLE EST L'ORGANISATON DES ETUDES ?

Deux sections existent au sein de cet Institut :

— La section tourisme avec 3 options (techniques de production, accueil, administration et aménagement) et la section gestion hôtelière.

Ces 3 options comportent le même horaire hebdomadaire pour les séances de pratique professionnelle : visites, conférences, études de cas, exercice sur le terrain.

L'enseignement est assuré sous forme de cours théoriques d'une part et de stages pratiques d'autre part. Les étudiants bénéficient ainsi d'une formation générale et d'une formation spécialisée.

La durée des études est de deux années.

QUEL EST LE CONTENU DE L'ENSEIGNEMENT ?

- Section Tourisme :

Les études dans cette section comportent :

— un enseignement général

— un enseignement technologique

— des stages.

a) Option accueil : prépare les techniciens qui accueilleront et guideront les touristes.

Le programme porte essentiellement sur l'histoire, l'art, la géographie, langues...

b) Option technique de production et de vente : prépare les techniciens qui seront chargés de la conception et de la vente du produit touristique marocain.

Le programme porte essentiellement sur la géographie, l'économie, les techniques d'agence (billetterie - tarifs, itinéraires...) le marketing et les statistiques...

c) Option administration et aménagement : prépare les techniciens qui seront chargés de la conception et de l'organisation des implantations touristiques d'une région ou d'une station.

Le programme comprend essentiellement : Géographie, économie générale et de l'entreprise, économie touristique, droit.

* **Section gestion hôtelière :**

La scolarité comporte dans cette section chaque année :

— un enseignement général axé sur les langues étrangères, (Allemand, Espagnol, Anglais) l'économie, la législation, la comptabilité, les mathématiques.

— un certain nombre de stages obligatoires effectués dans les grands hôtels, dans les clubs, les villages de vacances, les chaînes hôtelières...

QUELLES SONT LES CONDITIONS D'ADMISSION ?

* **Pour la section Tourisme :**

— être apte physiquement et avoir une présentation agréable
— être âgé de 18 ans au moins et 25 ans au plus
— être titulaire du baccalauréat (quelle qu'en soit la série)
— satisfaire aux épreuves du concours d'entrée.

* **Pour la section gestion hôtelière :**

— être apte physiquement et avoir une présentation agréable
— être âgé de plus de 18 ans et de moins de 25 ans
— être titulaire du diplôme de fin d'études d'une école hôtelière ou d'un lycée technique hôtelier

— satisfaire aux épreuves du concours d'entrée.

QUEL EST LE REGIME DES ETUDES ?

L'institut est doté d'un internat pouvant accueillir les étudiants des deux sections. Les étudiants et étudiantes ont la possibilité de bénéficier de bourses de l'enseignement supérieur dans la mesure où ils s'engagent à servir le Ministère du Tourisme pendant une durée de 8 ans à leur sortie de l'Institut. Il peut leur être accordé des compléments de bourses.

SANCTION DES ETUDES ET DEBOUCHES

* Les Diplômes : les études sont sanctionnées, soit par le Diplôme Supérieur d'études touristiques, soit par le Diplôme Supérieur de gestion hôtelière. Les lauréats de la section tourisme peuvent poursuivre des études plus poussées dans certains instituts étrangers et notamment français.

* Les débouchés : En raison du développement du Tourisme au Maroc, les débouchés sont nombreux et diversifiés. C'est ainsi que les diplômés de la section tourisme, peuvent tout aussi bien faire carrière dans les agences de voyages que dans les compagnies de transport, les organismes de tourisme, les sociétés d'aménagement urbain... Les diplômés de la section gestion hôtelière peuvent pour leur part, remplir des fonctions de directeurs, de gérants, de chefs de personnel, de comptables dans les hôtels, clubs et villages de vacances etc...

PERSPECTIVES D'AVENIR

— **La création d'un second cycle :**

Dans le cadre du plan quinquennal en cours, il est prévu la création d'un second cycle qui sera le prolongement normal du 1er. Le but de ce cycle sera de préparer des cadres d'un haut niveau de formation qui seront destinés aux carrières du Tourisme soit dans le secteur public, soit dans le secteur privé.

— **La création d'une section pédagogique :**

Son objectif sera d'assurer la formation de cadres enseignants spécialisés dans le domaine du tourisme et d'organiser des stages de recyclage à l'intention des enseignants déjà en exercice.

— **La création d'une section d'animation**

Elle sera chargée de la formation d'animateurs qui auront la responsabilité de l'animation dans les entreprises hôtelières.

MODALITE D'INSCRIPTION

Les demandes d'inscription devront être adressées à la Division de la Formation Professionnelle et de l'Orientation Département du Tourisme, 9, Avenue Mansour Eddahbi - RABAT.

L'ECOLE DES SCIENCES DE L'INFORMATION

BIBLIOTHECONOMIE, DOCUMENTOLOGIE, ARCHIVISME

La rentrée Universitaire 1974-75 a démarré avec l'ouverture d'un nouvel établissement d'enseignement supérieur : l'Ecole des Sciences de l'Information (E.S.I.), qui assure sous la tutelle du Secrétariat d'Etat au Plan et au Développement Régional, la Formation de documentalistes, de bibliothécaires, d'archivistes etc...

L'OBJECTIF DE L'E.S.I.

L'E.S.I. a pour but de former un véritable corps de techniciens de l'information capable de prendre en charge la responsabilité de la gestion, de l'exploitation et de l'enrichissement du patrimoine culturel et documentaire, notamment les bibliothèques et centres de documentation.

ORGANISATION ET DUREE DES ETUDES

Deux cycles d'études existent au sein de cette école :

— Un cycle moyen d'une durée de 3 années accessible aux titulaires du baccalauréat toutes séries, après leur admission au concours d'entrée.

— Un cycle supérieur de 24 mois, ouvert par voie de concours d'une part aux licenciés et ingénieurs d'application, et d'autre part aux titulaires du diplôme d'informatiste délivré par l'E.S.I. Les 1ers doivent avoir accompli en plus du diplôme 4 années d'exercice dans un service public, semi-public ou privé ; les seconds 3 années.

PROGRAMME ET METHODES

— Dans le cycle moyen, l'enseignement est axé en 1ère et 2ème année sur les techniques de bibliothéconomie et des sciences de l'information ; en 3ème année sur la spécialisation dans un des domaines choisi par l'étudiant : archives, documentation spécialisée, bibliothèques publiques etc...

— Le cycle supérieur complète la formation antérieure de l'étudiant dans les disciplines à option et pousse dans le sens de la spécialisation.

— La combinaison de cours théoriques, de travaux pratiques et de laboratoire, permet à chaque étudiant d'être capable à la fin de ses études, de mener à terme la tâche qui lui sera dévolue en tant que technicien de l'information.

REGIME DES ETUDES

L'E.S.I. n'a pas d'internat, mais ses élèves ont la possibilité, au même titre que ceux des autres établissements, de loger en Cité Universitaire.

[illegible] sous réserve de souscrire un engagement de servir le Secrétariat d'Etat au Plan et au Développement Régional pendant une durée de huit ans à leur sortie de l'école, les étudiants de l'E.S.I. peuvent obtenir une bourse d'études.

Les étudiants de l'E.S.I. ne sont autorisés à redoubler qu'une seule fois pendant la scolarité.

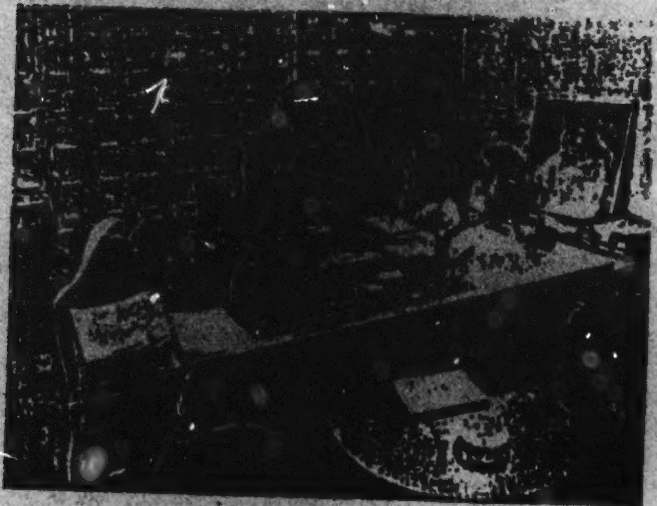
DIPLOMES

A l'issue de leur formation, les étudiants du cycle moyen ayant satisfait aux différents examens organisés par l'E.S.I. durant leur scolarité obtiennent le diplôme d'informaticien. Le cycle supérieur est sanctionné par le diplôme d'informaticien spécialisé.

PERSPECTIVES DE CARRIERE

Les besoins en matière de techniciens des sciences de l'information sont considérables. D'après une étude effectuée en 1971 dans les différents secteurs, les besoins immédiats sont de l'ordre de 1800 cadres.

Les lauréats de l'E.S.I. ont donc bien des possibilités de travail dans les administrations publiques, les organismes semi-publics et les entreprises privées. De même qu'ils peuvent préparer un diplôme supérieur en réintégrant le cycle supérieur après 3 années d'exercice.



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LE CENTRE DE FORMATION DE JOURNALISTES

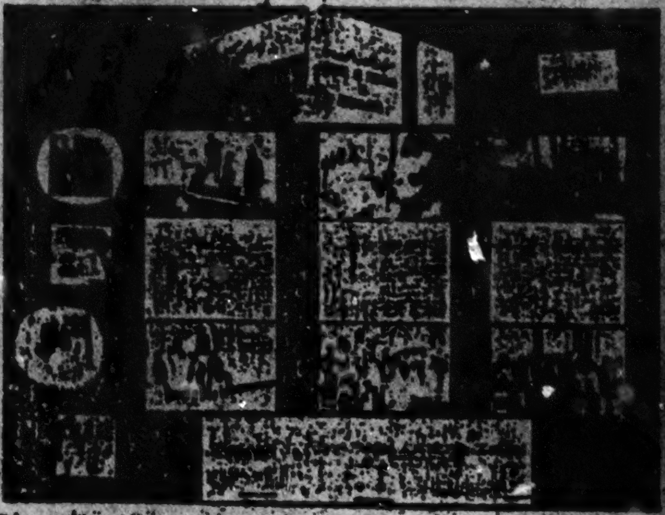
Ne devient pas journaliste qui veut : en effet la profession de journaliste requiert des aptitudes précises (grande curiosité, facilité dans les contacts, mémoire visuelle et auditive, vivacité d'esprit goût de l'initiative ainsi qu'une santé de fer).

Quelle que soit sa formation, le journaliste doit avoir le sens du temps (mener une véritable course contre la montre), le sens de l'actuel (tenir compte de l'événement de l'instant) et le sens du public (exploiter ce qui peut intéresser le public, tenir compte de ses réactions etc...).

QUE FAIT LE JOURNALISTE ?

Le journaliste n'est plus uniquement un homme de plume. De plus en plus il devient homme de micro ou homme d'images, car si la presse écrite reste le support de la profession, elle n'est plus le seul grand moyen d'information. La radio, la télévision prennent de plus en plus d'importance dans ce secteur.

Quel que soit le moyen par lequel ils s'expriment, les journalistes ont nécessairement la même formation de base. Leur but est le même, informer les hommes ; c'est-à-dire leur permettre de rester en contact permanent avec le monde dans lequel ils vivent.



QUI FORME LES JOURNALISTES AU MAROC ?

C'est le Centre de Formation de Journalistes (Rabat) qui a pour mission la formation de cadres journalistiques destinés à servir dans les secteurs publics et privés. Ce Centre est placé sous la tutelle du Ministère d'Etat chargé de l'Information.

L'ENSEIGNEMENT : ORGANISATION, DUREE ET PROGRAMME

L'enseignement au Centre de Formation de Journalistes (C.F.J.) est organisé en deux cycles : un premier cycle d'une durée d'une année, et un deuxième cycle d'une durée de 3 années.

* Le 1er cycle a pour but de donner aux étudiants une formation journalistique leur permettant d'exercer en qualité de rédacteur. Le programme est conçu de manière à assurer aux futurs cadres, une formation générale en matière journalistique, et des connaissances théoriques dans les matières suivantes : Histoire du Maroc, Institutions politiques et droit constitutionnel, Sociologie, économie politique, langues, géographie humaine, organisations internationales, documentation etc...

* Dans le 2ème cycle sont formés les futurs chefs de rubrique. La 1ère et 2ème année du 2ème cycle est consacrée aux matières concernant la présentation de l'information, la sociologie, l'histoire, la géographie et l'initiation à une spécialisation selon le choix.

Enfin la 3ème année du 2ème cycle est consacrée à la consolidation des connaissances acquises et à la spécialisation dans l'une des branches ci-après :

— presse - écrite

— audio - visuel

— radio

— attaché de presse et administration

Le diplôme du 2ème cycle n'est délivré qu'après la soutenance d'un mémoire à la fin de la 4ème année.

A QUI LE CENTRE EST-IL OUVERT ?

Le Centre de journalistes est ouvert aux candidats des deux sexes, titulaires du baccalauréat de l'enseignement secondaire ou d'un diplôme reconnu équivalent, âgés de 18 à 25 ans, après leur admission au concours d'entrée.

ET LE REGIME DES ETUDES ?

Le centre ne dispose pas d'internat mais ses étudiants ont la possibilité, au même titre que ceux des autres établissements d'enseignement supérieur, d'être logés en Cité Universitaire.

Des bourses d'études peuvent être accordées aux étudiants du C.F.J.

QUANT AUX PERSPECTIVES DE CARRIERES

Après la délivrance des diplômes (attestations pour les rédacteurs et diplômes de fin d'études pour les chefs de rubrique), les lauréats du Centre de Journalistes peuvent être recrutés dans le secteur public ou privé : Radio-Télévision, Agence MAP, Presse écrite (journaux, revues etc...).

LES ECOLES D'ADJOINTS DE SANTE (DIPLOMES D'ETAT)

Commandé par le développement économique et Culturel du pays depuis 1956, l'effort du Ministère de la Santé Publique en matière de formation professionnelle s'est traduit par une importante augmentation des écoles et de l'effectif du personnel paramédical.

En 1956, le Ministère de la Santé Publique ne disposait que d'une seule école préparant au Diplôme d'Etat d'Infirmiers et deux écoles régionales d'Infirmiers Brevetés.

Aujourd'hui la formation du personnel paramédical se fait dans des écoles à 3 niveaux différents.

I — Formation du « Personnel auxiliaire ». Cette formation ne sera pas développée dans cette brochure car elle n'exige pas le niveau de la 7ème année secondaire ou celui du baccalauréat.

II — Formation du « personnel qualifié »

III — Formation du « personnel spécialiste ».

QUE SIGNIFIE LE VOCABLE « CARRIERES PARA-MEDICALES » ?

Le vocable carrières para-médicales désigne l'ensemble des professions exercées par les collaborateurs plus ou moins immédiats du médecin, voire du pharmacien ou du chirurgien dentiste. Ces professions couvrent tous les nombreux auxiliaires médicaux et les techniciens de différentes spécialisations. Exemples : rééducation, radiologie etc..

CONDITIONS D'ADMISSION

L'accès aux Ecoles d'Etat d'Infirmiers est ouvert :

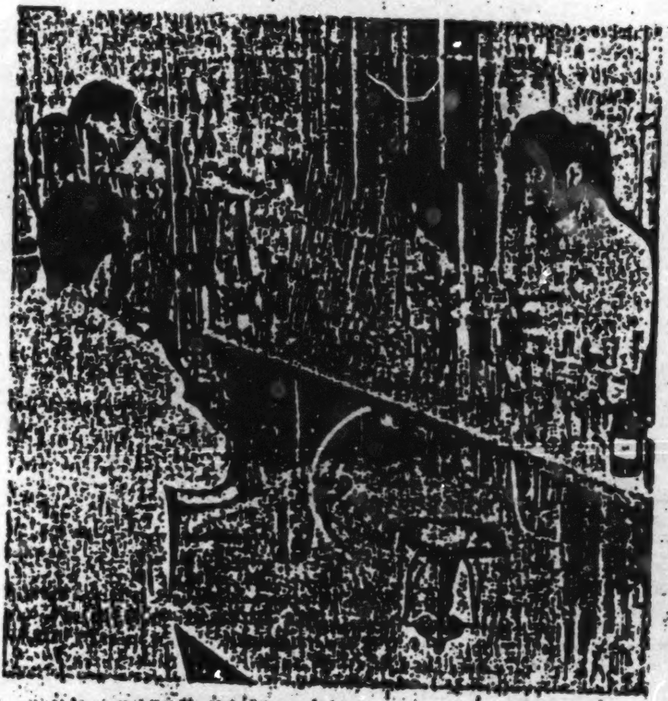
— sur titre aux candidats titulaires du baccalauréat de l'enseignement du second degré toutes séries,

— sur concours aux candidats des niveaux des 6èmes et 7èmes années secondaires.

Quant à l'accès à l'école de formation du personnel spécialiste, il est ouvert aux titulaires de l'un des diplômes d'Etat (Infirmiers, Techniciens, Préparateurs en pharmacie, ou du C.A.P.).

DUREE ET REGIME DES ETUDES

Les élèves des Ecoles d'Etat d'Infirmiers reçoivent une formation théorique et pratique durant une période de 2 ans. Ceux qui ont souscrit l'engagement de servir l'administration pendant une durée de 8 ans après leur formation, reçoivent une allocation mensuelle d'environ 300 DH. Des possibilités d'hébergement sont offertes dans le cadre de la coopération scolaire, aux élèves non originaires de la ville.



FORMATION DU « PERSONNEL QUALIFIE »

Le personnel qualifié englobe les titulaires du

— D.E. d'infirmiers

— D.E. de préparateurs en pharmacie

— C.A.P. (certificat d'aptitude professionnelle en anesthésie et en psychiatrie).

Cette formation est assurée par 7 écoles préparant au Diplôme d'Etat d'Infirmiers à : Rabat, Casablanca, Marrakech, Meknès, Oujda, Agadir, Fès et Tétouan ; ainsi que 10 écoles préparant au Diplôme d'Etat de technicien, de préparateurs en pharmacie et de spécialisés en Anesthésie et en psychiatrie.

NATURE ET CHAMP D'ACTION DE CHAQUE TYPE DE FORMATION

— L'infirmier ou l'infirmière.

L'infirmier ou l'infirmière reçoit une formation qui lui permet de dispenser les soins appropriés aux malades et aux infirmes, compte tenu de leurs besoins physiques et psychologiques, de collaborer à la prévention des maladies et à la promotion de la santé, de faire de l'éducation sanitaire et de participer avec les autres membres de l'équipe sanitaire à l'analyse des besoins du pays en matière de service de santé. Dès la fin de ses études, l'infirmier diplômé d'Etat est affecté soit dans un hôpital, soit dans un centre de santé ou un dispensaire.

— Le Technicien.

* Le technicien d'hygiène et d'assainissement est formé dans le domaine de l'hygiène du milieu. A ce titre, il est appelé à participer à l'amélioration des conditions d'hygiène tant en milieu urbain qu'en milieu rural (surveillance et contrôle de l'approvisionnement en eau, des systèmes et installations d'évacuation des excréments et des eaux résiduaires, du lait et autres denrées alimentaires etc...).

* Le technicien de rééducation a pour tâche la rééducation et la réhabilitation des malades diminués physiquement, suite à des séquelles de maladies cardiaques, post-traumatiques, neurologiques etc...

Le but de l'école est de former des kinésithérapeutes capables de faire de la physiothérapie, de l'électrothérapie, de l'ergothérapie.

* Le technicien de radiologie reçoit un enseignement orienté essentiellement sur le radio-diagnostic. Le technicien de radiologie peut être affecté soit dans un hôpital ou il n'existe pas de médecin radiologiste et il collaborera alors directement avec les différents médecins de la formation, soit dans un service de radiologie où il s'intégrera à l'équipe constituée dans ce service.

* Le technicien de laboratoire est spécialisé dans le domaine des analyses médicales (laboratoires de bactériologie, d'hématologie, de parasitologie etc...) et de recherche (laboratoires d'hygiène alimentaire, pharmaceutiques et de santé publique).

* Le technicien des statistiques sanitaires collabore à l'élaboration de la statistique de santé publique nécessaire tant pour la connaissance de l'état sanitaire du pays que pour la planification des programmes sanitaires et leur évaluation. Il est appelé à travailler en bureau pour l'établissement de statistiques hospitalières ou pharmaceutiques mais peut également être amené à effectuer des enquêtes sur le terrain auprès de la population.

* Le préparateur en pharmacie reçoit une formation lui permettant de travailler dans un laboratoire de contrôle des médicaments, dans la pharmacie centrale, les pharmacies provinciales, dans les hôpitaux...

* Spécialistes en anesthésie et en psychiatrie : Le but de cet enseignement est de former un personnel spécialisé dans ces disciplines.

SANCTION DES ETUDES ET REMUNERATION

Les élèves admis à l'examen de fin d'études obtiennent le diplôme d'adjoint de santé diplômé d'Etat. Ils sont recrutés au Ministère de la Santé Publique et reçoivent un salaire correspondant à l'échelle de rémunération administrative n° 7. Ce salaire est étoffé par une allocation de technicité de 40 % et une prime de poste de 10 % à 30 % selon le lieu d'affectation.

PERSPECTIVES DE PROMOTION

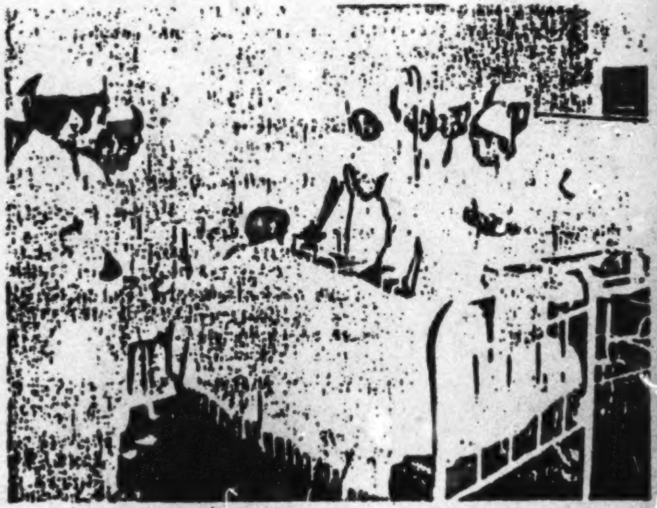
FORMATION DU « PERSONNEL SPECIALISTE »

Tout diplômé d'état, peut améliorer sa situation professionnelle et administrative en accédant au bout d'une année de travail et après passage d'un concours à l'école des cadres pour devenir adjoint de santé diplômé d'Etat spécialiste, dans différentes branches.

Les sections ouvertes à ce jour sont :

— Monitorat d'enseignement infirmier
— Majorat des services de Santé Publique et Assistants Sociaux
— Majorat des Services Hospitaliers
— Spécialistes en Obstétriques
— Spécialistes en Hygiène du milieu
— Spécialistes en Radiologie
— Technicien de Nutrition.

Les diplômés reçoivent un salaire correspondant à l'échelle de rémunération administrative n° 9, plus une allocation de technicité de 45 % et une prime de poste de 10 % à 30 % selon le lieu d'affectation.



L'INSTITUT ROYAL DE FORMATION DES CADRES DE JEUNESSE ET DE SPORTS

L'EDUCATEUR ET SES APTITUDES

Il n'est pas donné à chacun de s'improviser éducateur. En effet plus peut être que toute autre profession, l'exercice de la fonction d'éducateur requiert une formation très particulière basée avant tout sur la vocation.

Amener les gens et notamment les jeunes à entrer en contact les uns avec les autres, par les discussions, les voyages, les conférences, le cinéma etc... fait que l'éducateur dont le rôle est précisément d'animer et de travailler au développement de toute forme d'activité éducative, doit posséder un grand nombre de qualités, indispensables dans l'accomplissement de sa tâche :

— sociabilité - modestie - esprit novateur - maturité psychologique - capacité de communication - bonne culture générale - sens de l'organisation.

DIFFERENTES SECTIONS

Les activités de l'éducateur étant multiples, l'Institut Royal de Formation des Cadres de Jeunesse, lieu de formation des éducateurs, comporte 4 sections ;

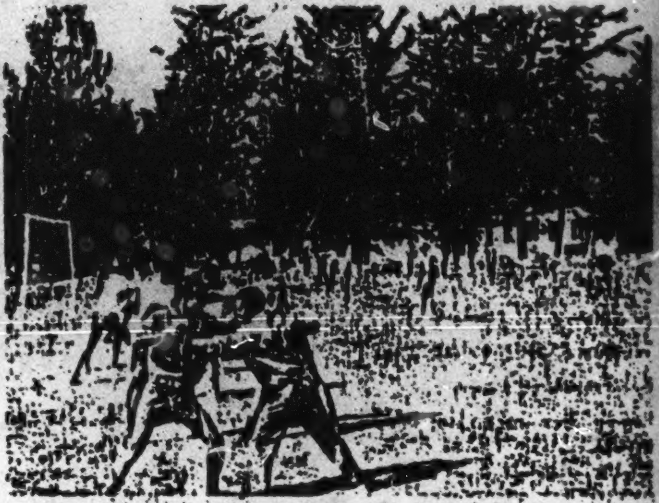
— Activités de jeunesse
— Education surveillée
— Promotion féminine et,
— Activités sportives.

L'ENSEIGNEMENT ; DUREE, PROGRAMME

La durée totale de la formation est de 12 mois. Quant au programme d'enseignement dans les sections, il est caractérisé par la polyvalence des matières enseignées. Les matières de base sont regroupées en un tronc commun (Droit public, éducation sanitaire, secourisme, techniques audio-visuelles, techniques d'animation etc...). Les autres matières font l'objet de cours spécifiques à chacune des sections.

CONDITIONS D'ADMISSION ET REGIME DES ETUDES

Les candidats ou candidates doivent être titulaires du baccalauréat (toutes séries) et satisfaire aux épreuves du concours d'entrée.



Les élèves sont internes et bénéficient d'une bourse mensuelle de près de 500 DH.

APRES LES ETUDES ?

Après avoir satisfait à l'examen de sortie qui est sanctionné par le diplôme d'éducateur, les élèves admis sont recrutés par le Secrétariat d'Etat à la Jeunesse et Sports, au 1er échelon de l'échelle 8 en qualité de stagiaires.

Une formation permanente est assurée aux éducateurs par leur participation à des stages de courte ou moyenne durée. Ils ont ainsi, l'occasion de se recycler et de se perfectionner dans les différentes techniques de leurs spécialités.

Discussions were held with the following Officials in Morocco.

1. Dr.Mohammed Birouk, Director
   Ecole Marocaine d'Administration
   Ministry of Administrative Affairs

2. Mr.Othman Jannane, Director
   Service de la Fonction Publique
   Ministry of Administrative Affairs

3. Mr. M. Berrada
   Service de la Fonction Publique
   Ministry of Administrative Affairs.

4. Mr Mohammed Lahlou, General Secretary
   Ministry of Social Affairs and Artisanat

5. S.E. Mohamed Tadili, Director
   Service Civil
   Ministry of Administrative Affairs

6. S.E. Abdel Haq Tazi, Secretary of State
   Secretariat d'Etat a la Formation des Cadres.

7. Mme Khadija Raqui, Chef
   Service de la Promotion Feminine
   Ministry of Youth and Sports

8. Mr.Jaffar Ouajjou, Secretary General
   Ministry of Labor and Professionel Training

9. Mme Aicha Benomar
   Chef du Service Sociale,
   Ministry of Labor and Professionel Training

10. Mr. AbdelRahman El Fassi Fihri
    Director General
    Office de la Formation Professionelle et
    de la Promotion du Travail
    Ministry of Labor, Casablanca

11. Mr. Mohammed El Hentati
    Professional Training Division
    Ministry of Labor and Professional Training

12. Mr. Ahmed Benrida
    Chef, Division Ressources Humaines,
    Direction du Plan et du Development Regionale
    Secretariat d'Etat au Plan.